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ABSTRACT

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The introduction contains the format for grade four, performance objectives and criterion test rationale, and major objectives. The teacher aids section provides suggestions for activities, and the guidance component or kit includes six activities directed towards decision making and emotional stability. The career units cover eight occupational clusters: 10 introductory activities; 21 activities in theater (singer, musician, dance instructor, actor, stage, lighting crew); 31 activities in personal service (apparel industry worker, barber, cosmetologist, pet service care, tailor and dressmaker); 28 activities in professional occupations (historian, mosaic craftsman, painter, writer, poet); 26 activities in consumer and home-making occupations (furniture maker, interior decorator, purchasing agent, advertising agent); 25 activities in natural resources (lumber mill operator, forest worker, national park ranger, wildlife manager); 32 activities in public service (auto mechanic, truck/bus driver, postman, military careers); 22 in miscellaneous occupations (cereal industry worker, miner, travel agent, youth activities director); and eight activities for employment counseling. (JB)

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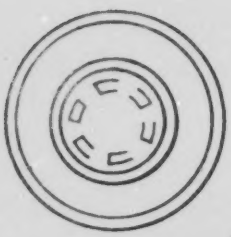

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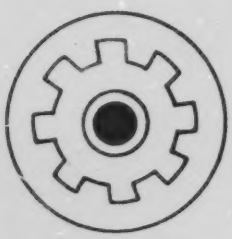
CAREER AWARENESS

Grade 4



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CAREER AWARENESS

Grades 1 - 6

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
1207 Fort Street
Boise, Idaho 83702

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PREFACE

The Career Awareness curriculum in this book was developed through a "Part C" grant from the U. S. Office of Education from March, 1972 through June, 1973, and administered by the Idaho State Department of Vocational Education. The units were developed and written by Boise Independent School District personnel with the exception of the introductory unit at the beginning of each grade. These six units were assembled from Career Education: An Idea Book, K-6 Resource Guide Project Committee, Portland Public Schools, Oregon. The activities included in this book are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather many of these ideas and make them available to all teachers in an integrated format within most subject areas.

The project has been evaluated by a third party evaluation team, Educational System Planning of Eureka, California, as required by the project. The interim evaluation report in March, 1973 stated, "The major conclusion regarding this project is that it seems to be an overwhelming success and is providing a viable model for relevant education for students as well as meeting the Career Education Awareness objectives."

The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Audrey Harvey, Grade 1
Barbara Diener, Grade 2
Opal McIntyre, Grade 3
Joyce Swensen, Grade 4
Gordon Pierce, Grade 5
Grant Simonds, Grade 6

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George Washburn
Career Awareness Project Director

TABLE OF CONTENTS

IV. Grade Four Career Awareness — Page

A. Introduction . . . . . 1 - 12
1. Career Education for all Students . . . 1
2. Introduction 3
3. Career Awareness Format 5
4. Performance Objectives and Criterion Test Rationale 9
5. Career Awareness Objectives 11

B. Teacher Aids . . . . . 13 - 28
1. Group Activity Hints 15
2. Interviewing 16
3. Roleplaying 17
4. Communicating With Talent 18
5. Group Conferences With Talent 19
6. Questions for Group Conferences 20
7. Evaluating Interviewing Skills 21
8. Field Trips 22
9. Letters to Community 25

C. Guidance . . . . . 29 - 46
1. Guidance Units Overview 31
2. Career Awareness Guidance Component . . 33
3. Activities 35
a. Learning to Trust People 35
b. Learning to Keep a Promise 37
c. The Painting (honesty). 39
d. The Open Gate (responsibility). . . 41
e. Following Directions 43
f. Developing Good Work and Study Habits 45

D. Career Units . . . . . 47 - 231
1. General Introduction 49

Group 1

2. Singer, Musician 61
3. Dance Instructor 67
4. Actor 71
5. Stage and Lighting Crew 75

Table of Contents, Continued

Group 2

6. Apparel Industry Worker 81
7. Barber, Cosmetologist 87
8. Pet Service Care 97
9. Tailor and Dressmaker 103

Group 3

10. Historian 107
11. Mosaic Craftsman 115
12. Painter 121
13. Writer, Poet 127

Group 4

14. Furniture Maker 135
15. Interior Decorator 141
16. Purchasing Agent 147
17. Advertising Agent 155

Group 5

18. Lumber Mill Operator 163
19. Forest Worker 167
20. National Park Ranger 171
21. Wildlife Manager 175

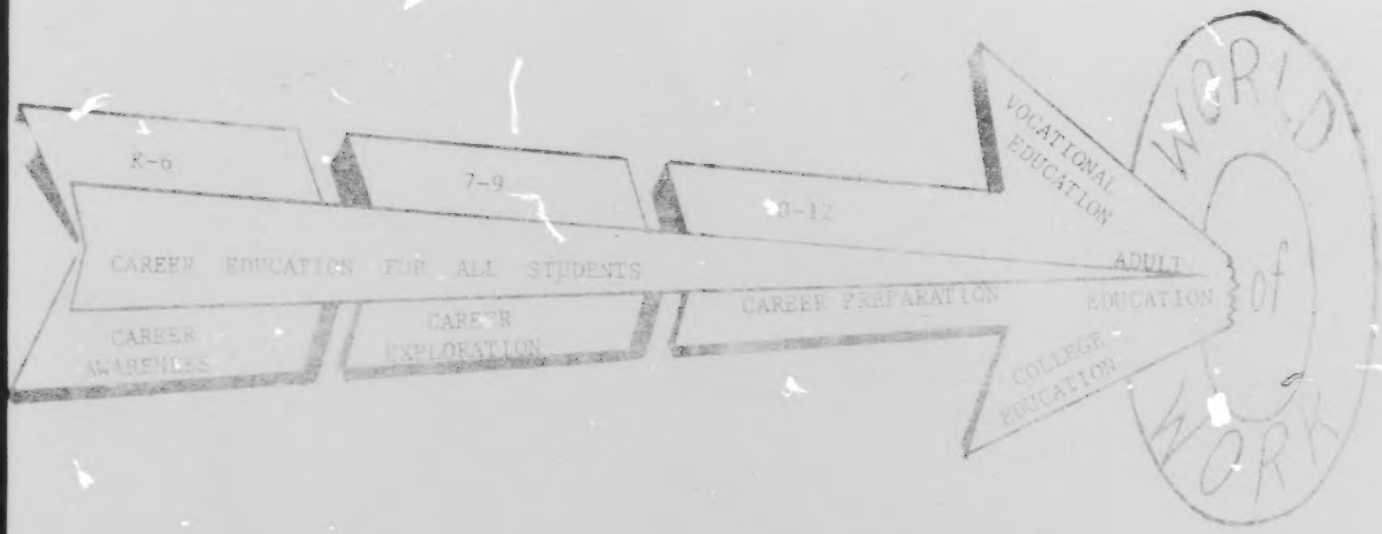
Group 6

22. Auto Mechanic 181
23. Truck/Bus Driver 189
24. Postman 197
25. Military Careers 203

Group 7

26. Cereal Industry Worker 205
27. Miner 211
28. Travel Agent 217
29. Youth Activities Director 223

30. Employment Counselor 227



ELEMENTARY

CAREER AWARENESS: An on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community and to bring the community into the classroom. Self development and understanding is stressed. Activity and student involvement is the theme.

JUNIOR HIGH SCHOOL

CAREER EXPLORATION: Implementation of an interdisciplinary "hands-on" Career Exploration and Orientation program. Utilization of a Career Guidance Center, community exploration and major subject area involvement.

SENIOR HIGH SCHOOL

CAREER PREPARATION: Skills training, an on-going program with classes in the following cluster areas:

Food Service
Marketing
Health Occupations
Mechanical and Repair
Service

A Career Guidance Center involving students, faculty and community in the career decision making process.

INTRODUCTION

Why Career Education?

Young people of today are leaving school and facing an ever increasingly complex industrial world. In many instances, though they have taken the prescribed curriculum, they are not adequately prepared to meet the demands of this complex industrial world. Students for the most part are unaware of the many career opportunities that are available to them. They are unaware of those areas that best fit their particular talents and personality. They are unaware of what is necessary to be successful in an occupational role. Students are also unaware of how choosing a career can affect many facets of a person's life such as his leisure time activities, where he lives, his friends, etc. A broad educational background is necessary to meet the ever changing occupational fields; however, students often fail to see the relationships between the courses they are taking in school at the time they are taking them and the real world. Career Education can be a practical means of meeting the needs of these young people.

One of the major goals of education is to provide each student the opportunity to acquire the skills and attitudes necessary for him to make a livelihood regardless at which level of the educational system he leaves. The public school has a unique role to play in the development of these skills and to assist in the process of career decision-making for each individual.[1]

Career Education is an integrated planned approach of incorporating career information within the regular school subjects. It will relate the school subject to the world of work in such a way the student can best see an additional need and purpose for the subject. It should help provide further incentive for that student to get the most out of every discipline in his school day. In addition, it can help focus on the need for further study in related subject areas which will prove helpful for eventual career choices, interests, and life styles.

Career education is not a program for high school seniors in their last semester before they face the world of work. Choosing a career begins with knowing what is available, studying the possibilities, and experiencing the work situation first hand.

1. CAPES State Department of Education, Olympia, Washington

Pre-school children's play revolves around work roles, they are curious and open-minded to all possibilities. Elementary school is the period to make children aware that there are more possibilities than the fireman, policeman and postman. It is the beginning step in the developmental process of career choice. Junior high school students can explore areas of work in some detail that most interest them. They should be able to look at a job first hand, try it out, decide if it is what they assumed it would be. Through looking into these areas through regular school subjects, students will be able to make more realistic choices of high school subject areas, - those that will be most beneficial to their future aspirations.

Career education, then, focuses upon the importance of introducing adequate work-related experiences for children from the time they enter school. The intent is not to force a student into an early decision, but to give him a wide base of experience so that when he does make a decision, it will be a realistic one supported by a background of many experiences.

The program involves individual and group counseling opportunities throughout the students' schooling. Since most people who lose their jobs do so through interpersonal relationship problems, the counseling component will stress self awareness and understanding, cooperation and many other aspects necessary for social and occupational fulfillment. Specific occupational guidance is only one portion of the program objective. The larger goal is the student's understanding of those attributes necessary for a successful life.

The aim of career education is not to add to an already crowded curriculum, but to provide a way in which skills that are already taught can be associated with the world of work.

CAREER AWARENESS FORMAT -- Grades 3 - 6

The purpose of career awareness is to develop an appreciation for the entire world of work throughout the United States. To insure a broad coverage of all aspects of work, the clusters developed by the United States Department of Health, Education and Welfare are employed. These are:

Business and Office
Consumer and Home-making Related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agri-Business and Natural Resources
Marine Science
Construction
Marketing and Distribution

Within these clusters a range of specific jobs is covered which are representative of similar jobs in other occupational areas and can also lead to discussion of other jobs in that specific industry. The intent is to show the relationships of these occupations with the specific job being studied.

Each of these grade levels contains twenty-six or more occupational units. They are assigned to a particular grade level because it was felt they correlated best at that level considering all the subject areas. This is by no means to preclude a teacher from studying an occupation in another grade if she desires; however, the materials and trips in connection with career awareness must remain in the assigned grade level.

Because of the necessity of scheduling materials, the occupations have been grouped generally in units of four. A few, as an example groups 1 and 7 in grade five, have three units because some areas within these are particularly involved and lengthy. You should have a schedule of units for the year specifically for your building. The materials will be in constant use throughout your area of the district which means we must adhere to the schedule if all are going to become involved in the program.

You will receive materials for a group of units for approximately a five week period. At the end of that time these materials will be picked up and taken to another school by the technician. At that time you will receive another set. It is up to the teachers within the building to schedule these groups of units among themselves. Grades 3, 4, and 5 have an extra unit which might be used if you will contact the technician. The technician is also available for classroom help and direction.

Each unit in this curriculum has from 5 to 15 activities. The activities are flexible and can be worked on a one-a-day basis or however the teacher wishes to introduce them. You, as a teacher, are to choose from among the activities those that best fit your teaching style and present curriculum. It is not anticipated that you will use all activities as time will probably not allow this, but it is hoped you will consider many of them. It is emphasized that one of the main purposes of the program is to show a relationship between school subjects and careers; therefore, the activities are designed to be taught within subject areas. Creating a "career subject" is discouraged.

Some films and filmstrips are to be ordered from Boise Schools IMC. These are the ones listed on the materials page with an IMC number. The teacher will do the ordering of these since we won't know the exact day you will need them. There are also films listed from Boise State College. Remember the B.S.C. films are rental. Perhaps a rented film could be used by all of one grade level for the three days you have it.

There are some field trips scheduled in your curriculum guide. The career awareness technician will schedule and make arrangements for these trips for you. Since there will be many field trips in grades 1 - 6 into the business community, we would like to schedule at their convenience so we don't overload one business. It might become necessary and desirable to have only a portion of your class take a field trip and report back to the others. An example would be if one-third of all fourth grade classes go to a pottery shop. This would mean one trip to that business rather than three. These instances would only be necessary in cases where there might be only one such business in the area. We are certainly open to suggestions of field trips not on our schedule. Also if the trip scheduled proves to be an impossible time, contact the CA office a few days in advance so other arrangements can be made.

We would encourage many resource speakers coming to the classroom to describe their work, especially parents. At the beginning or the year you will be asked to send a prepared letter home to ask for speaker volunteers. These parents will be used within your building though not necessarily in your class. The more community involvement, the more support for the entire educational program. The technician will schedule these speakers for you, or if you desire to do the

scheduling, feel free to do so.

The career awareness curriculum is in a constant state of revision. If you have tried a successful activity that is not in this guide, let the CA office in on it. In turn, we will inform others. We are also looking for materials which enhance the educational program.

The success of the career awareness program depends on the involvement in your classroom. The purpose of our services is to help you become involved with a minimum of extra work. If we are not adequately providing this service, bring it to our attention.

The following is a statement from Joyce Swensen, fourth grade teacher in the pilot program at Garfield Elementary School. It reflects the statements submitted by all the pilot teachers.

"From the standpoint of the teacher, I would be very happy to incorporate Career Awareness into the existing curriculum. I have been pleased with the way it enhances the subject matter we ordinarily study in the fourth grade. The field trips, resource persons, and interesting projects we have carried on, have greatly added to the appeal and knowledge of the subject matter. Classroom management has been better because of interest. Discussion of behavioral expectations and evaluations have also helped.

"I am not saying extra effort is not required on the part of the teacher. It is. However the CA program has helped me to become more organized and able to meet deadlines. Flexibility is required, but I think it is good. With the CA office making arrangements for materials, resource persons and field trips, the job has been much, much easier.

"The community has become increasingly aware and involved with what is happening in the classroom. My experience has been that this program has made many friends for the school district.

"Adapting existing curriculum around careers has not decreased knowledge in the core subjects, but has added meaning to the need for it. With sharpened interest, learning is speeded up.

"Students are very much in favor of continuing in career awareness programs - as are parents. Absenteeism has been greatly reduced this year. I feel interest has much to do with it.

"Scholarship does not seem to change to a great degree. Good students will probably do well under most any type of classroom organization. Poor and average students, I feel, have done better. Vocabulary has increased greatly.

"Knowledge and awareness of jobs and careers has greatly increased. Students are aware of the world of work and the respectability and desirability of working and doing a good job in one's field. I feel this has been our goal and it has been reached."

PERFORMANCE OBJECTIVES AND CRITERION TESTS RATIONALE

The rationale for this particular evaluation system is that criterion tests should not only determine performance, but also contribute to the students ability to perform. That is, whenever possible, criterion tests should be learning activities. It will be apparent that if a child merely participates in many of the suggested activities (criterion tests) that he has met the stated objective. They are written in such a manner that participation would be impossible without using the knowledge and abilities called for in the objective.

This is an effort to move away from traditional measures of performa inorder to better evaluate what conceptual knowledge the learner has acqui To often we not only measure his conceptual understanding of the material, inadvertantly, by the type of test we give, measure his reading, writing, verbal skills. By providing several types of tests (activities) the teach is free to choose which one will best allow a particular child to communi his degree of conceptual understanding. If increased proficiency in read writing, and verbal skills are not one of the project objectives, then the should not figure into the evaluation. This system provides a child with better chance of successfully demonstrating the conceptual understanding ed for in the objective regardless of his reading, writing, or verbal skill

These criterion tests, as written, reduce the likelihood of a child "feeling good" about what he is learning, and then failing because of low sk in another area such as reading and writing. He can now demonstrate in a va riety of acceptable ways, that indeed he does understand!

If a teacher is in doubt about whether or not a particular student "has" met an objective during a group evaluation activity, the teacher can evaluate by exception. This could take the form of individual conferences or some wri ten activity. This allows the teacher to save time in evaluation since only the exceptions are "spot-tested", the rest of the students are assumed to have

"learned" if they complete the criterion test.

The hardest part of this criterion evaluation system is for the practitioner to over-come the mental set that evaluation must be of the Normative (standardized) type. In criterion evaluation the practitioner decides what is an acceptable indication of a student having "learned" and does not need worry about "item analysis, validity, reliability etc.," in the normative-evaluation sense. The normative-evaluation is being done by the use of pre-tests and post-tests. The type of criterion-evaluation used here is legimate and is being used more and more in education.

Criterion Tests

The objectives that are being tested state what the student is expected to be able to do when he has achieved the objective. The tests are designed to measure only what is stated in the objective. In this way, the student and teacher both know what is expected and what will be tested.

Criterion tests evaluate what a student does or does not do. Students are not evaluated against national norms or the achievement of other students.

The objective is stated at a level of specificity so that the completion of an objective is determined by either yes or no. In a criterion test, it is not possible to achieve an objective at 70, 80, or 90 percent. Therefore, test results state what a student can demonstrate, not the percentage of demonstration or how he performs compared to other students.

The percentage is a determination of program success and is not a concern of the teacher on a day-to-day evaluation basis, which is either 100% achievement by an individual or "not yet achieved".

CAREER AWARENESS -- OBJECTIVES

GRADES III. -- VI.

1. To develop a positive attitude of self worth.

2. To develop positive attitudes toward the world of work.

3. To develop the attitude that all work is meaningful and contributes to society.

4. To develop the appreciation of the dignity and worth of honest work.

5. To develop the idea that cooperation, responsibility and dependability are necessary in school, on a job, and in everyday life.

6. To develop the idea that people work for numerous rewards and satisfactions.

7. To develop the idea that school is an important part of preparation for a career.

8. To develop the idea that most careers will require special training.

9. To develop an understanding that some workers produce goods, others perform services.

10. To develop technical literacy of terms used in the exploration of careers.

11. To understand that while all jobs are important, they also all have a different character.

12. To help develop an understanding of our free enterprise system of economics.

13. To understand that most people work toward careers in which they have special interests and special talents.

14. To understand that all workers are dependent on one another.

15. To develop the ability to understand that occupations are interrelated in a wide variety of ways.

16. To develop the understanding that there is constant change in job fields and that this change is healthy.

17. To develop the understanding that continual education will be necessary for any career.

18. To develop an understanding of the role all curricular disciplines play in careers.

19. To develop the attitude students will develop realistic goals in the light of interests and abilities as they progress through life.

20. To develop the understanding that different jobs require different abilities.

21. To provide a wide and varied interest that will open up an expanded base for career choice.

22. To encourage students to express goals and aspirations.

23. To encourage students to do individual in-depth study of areas of interest.

24. To provide information, observational experiences and experimentation in the clusters of the world of work.

25. To develop a degree of skill in the use of tools, equipment, and supplies that workers use in the performance of their jobs and have practical experiences in each.

TEACHER AIDS

HINTS TO TEACHERS - GROUP ACTIVITIES

In the career awareness materials there are many small group activities to be carried out by the students. Because students have learned to function individually and for their own goals, learning to participate productively within a group and for group goals calls for special efforts by the teacher.

Children do not adapt naturally to small group efforts. As they have learned to compete for grades and have generally been taught that sharing answers is wrong, the new concept of cooperation and group goals calls for re-education. Many adults do not know how to work in groups, so be patient and encouraging with children in this endeavor.

Some Hints:

1. Try not to expect complete success on the first attempt.

2. Try to have several consecutive group activities increasing in complexity.

3. On the first attempt do not expect the children to share materials, i.e. globes, maps. Provide each child with his own materials, but utilize a group summary sheet.

4. Plan with the class ahead of time. Involve the students in planning and don't merely tell them. List goals on the blackboard.

5. Encourage groups to choose a leader. In older groups involving complex activities, a recorder may also be needed.

6. After the group experience, meet back with the class. Ask them how the experience went and what they think the problems are. Recognize the groups who worked well together and site examples of cooperative group techniques. Evaluate on a group basis. If individual grades within a group are given, it will only encourage the good students to do their own work. Remember we are doing the activity to develop sharing and cooperativeness.

7. It also might be helpful to discuss the roles of leader and recorder with the class. Have the class discuss characteristics they like and dislike in a leader. Possibly this should be done at the beginning of the second activity rather than the first so that too much is not given at the beginning. Over planning can be as detrimental as underplanning!

INTERVIEWING:
A BASIC INSTRUMENT OF INQUIRY

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of community talent. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important tool of communication.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

Prepared by ABLE Model Program, Northern Illinois University

ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Children will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, your warm support of the child as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will disappoint or discomfit when tested by adult characters in real settings.

Cases of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Direct observation questions with spaces for responses also offer real-life experiences. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate questions for one class, then use it many times with the same group or to introduce new concepts to other groups. Also, prepared cases (for actual interviewing) are available from commercial sources. At this point, however, we'd rather help you develop your own materials. As teachers ourselves, we think we understand something about this business of innovation. Usually, the greatest fears we have to encounter are our own.

Prepared by ABLE Model Program, Northern Illinois University

COMMUNICATING WITH TALENT

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under $5,000, $5,000 to $10,000, over $10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

Prepared by ABLE Model Program, Northern Illinois University

GROUP CONFERENCING WITH TALENT

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences" (next page). Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, any talent (or students) and the academic activities of your class room will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce dismal performances and turn talent sour. Teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

Prepared by ABLE Model Program, Northern Illinois University

QUESTIONS FOR GROUP CONFERENCES

What schools did you attend?

What is your present job?

How did you get it?
How long have you worked there?
What time did you go to work this morning?
What was the first thing you did?
How long did it take?
What did you do next?
(Follow through the entire day.)
Did you do anything yesterday that was different from what you did today? Does this happen often?
What else do you do on your job?
Of all these various duties, which ones take most of your time?

What changes have taken place recently? Do you foresee any in the near future?

What things do you like most about your job? Least? Are there any hazards?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other?
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time? Cost? Content?
Approved schools? Preferred subjects?

Supply and demand for workers? Outlook for the future? Advancement?

Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

Is there anything we should have asked? What would you like to ask us?

adapted from material in Occupational Information by Robert Hoppock, McGraw-Hill Book Company, 1967

EVALUATING INTERVIEWING SKILLS

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are the steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
   a. Does he volunteer information about media presentations that highlight interviews?
   b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? . . . the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

Prepared by ABLE Model Program, Northern Illinois University

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.

2. learn to interview workers and observe how people work together.

3. see how adults carry out their responsibilities.

4. correlate skills and other curricular areas with experience in meaningful situations.

5. give children an opportunity to work together outside the classrooom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.

2. in the school neighborhood to sharpen observation of the child's immediate environment.

3. to another school to exchange experiences or to introduce a group to another school situation.

4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

Prepared by ABLE Model Program, Northern Illinois University

HOW TO PREPARE FOR A FIELD TRIP?

The following suggestions of things to do to get ready are for your consideration. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher and career awareness director should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and the things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from
   (a) the principal before discussing it with the group.
   (b) the person in charge of the place to be visited.
   (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip
   (a) time -- date, hour of departure, time to be spent on the trip.
   (b) transportation -- how the group will travel and the safety rules to be observed.
   (c) group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   (d) personal needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.

   (a) review some of the materials used and search for new materials.
   (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.

   (a) write thank you letters, letters for additional information, stories, poems, reportw, booklets.
   (b) organize reports for the class, for other groups in the school, for parents.
   (c) create songs and dramatic plays.
   (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

Prepared by ABLE Model Program, Northern Illinois University

LETTER TO RESOURCE PARENT

Beginning of Year

Dear Parents:

The students in our school this year are participating in a program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. We hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We plan to visit some of the industries and businesses of our community to see the on-going work activities and to talk with some workers. We will attempt to invite workers to vist our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning point must be as close to our own locality as possible. As a part of our regular instructional program, we would like parents to come to our class to tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society.

We realize you are not in the business of giving presentations and, therefore, we intend to have a very relaxed question and answer session. We urge you to consider our need to find out more about your work.

Please fill out and return this form if you might be available. You will be contacted to arrange a definite time and date which will be convenient for both you and the class. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____ Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be most convenient for me to be at your school on (days or times)_____

_____
Signature

LETTER TO SCHEDULED RESOURCE SPEAKER

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? The worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

We would like for you to meet with _____ class at _____ on _____.

Generally these presentations are from one half to one hour in length. If you wish to change to another date or time, or just have questions, call the Career Awareness Office at 342-4543, Ext. 219. We are mostly contacting parents of our students and those people who have signed up with Boise School Volunteers.

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

CAREER AWARENESS OFFICE - 1207 FORT STREET BOISE, IDAHO 83702

Dear Sir:

Along with the teaching of the basic skills in our elementary schools, we feel that students should be given an opportunity to look at the real world of work.

We know that students are not aware of the adult working world. Whenever the work of the school becomes exclusively abstract, the school is in danger of becoming isolated from the real world. Therefore, field trips will fill the void of the functional relation between knowledge and ideas that are taught in school and the real everyday life of people earning a living and providing a service.

We feel that your place of business would provide our students learning experiences which our schools cannot provide. Within the classroom the students are investigating occupations in your business area. These activities are in all subject areas to help students see the relationship between school subjects and occupations.

Some of the things the students will be looking for in your business are:

1. titles of occupations at your plant
2. duties of workers
3. training or preparation needed
4. physical and social characteristics needed
5. what schoolwork was most helpful in your job
6. salaries (optional)

Also a mention of social attitudes and habits which are essential - getting along with others, accepting responsibility, punctuality, initiative - will impress upon children that these must also be developed at an early age to be successful in a job later. It would be helpful before the tour starts for the guide to talk with the children in a more quiet area and tell the group what to be looking for, safety hazards, and set up a few ground rules while visiting.

We wish to thank you for this opportunity to show students "first hand" what the "world of work" is all about.

Respectfully,

George Washburn
Career Awareness Director

GUIDANCE UNITS

The [illegible] awareness project has as its major goals the enlightening of students to the world of work and development of their self images through understanding themselves and others. It is felt most people who are not successful in their work or have difficulty maintaining a job are failing through an inability to get along with others. Most often this is the result of a poor self-image. The guidance component of this project is designed to help students begin to understand themselves and others and, therefore, lay a groundwork for better future relations.

The elementary counseling program is developmental in emphasis rather than crisis oriented. This means that the counselors' focus at the elementary level is on all children, not merely the exceptional child.

The developmental approach is based on the theory that a developmental task arises at or about a certain period in the life of an individual, with success leading to happiness and later success, and failure leading to unhappiness and later difficulties. A developmental program strives to provide within the school and the home a positive environment so that children have optimal chances for success. Work with teachers and parents as well as children needs to be a vital part of the counselors' role.

The concern of the program is the growth of the whole child intellectually, socially, and emotionally.

Guidance that is developmental focuses on the encouragement process. Self confidence and the ability to deal effectively with one's world is built through positive, rather than negative reinforcement.

Career awareness at the elementary level is an important aspect of the guidance program. A broad career-orientation can contribute to the child's sense of worth and importance and consequently aids the development of a positive self-concept.

The elementary counselor's work with teachers consists of

(a) consultation regarding children about whom the teacher is concerned
(b) informational presentations to faculties dealing with
    1. parent-school relations
    2. classroom management techniques
    3. child development
    4. encouragement skills
(c) organizing discussion groups where teachers can encourage and help each other find positive and effective techniques for dealing with specific classroom problems or situations.

The elementary counselor's work with parents consists of

(a) encouraging parent discussion groups
(b) suggesting ways parents can become involved in the schools
(c) consulting with parents regarding their child
(d) serving as resource to parents in areas of
    1. school and community services
    2. responsibility development
    3. child development
    4. school progress
    5. changes in the home
    6. child management
(e) providing parents with books and pamphlets dealing with children's growth and development and behavior

The counselor's work with children falls into two categories. The first is guidance activities within the classroom consisting of

(a) helping teachers to lead meetings and discussions relating to general group problems
(b) encouraging in classrooms the use of films, unfinished stories dealing with feelings and problem solving
(c) serving as a resource person in classes relating to mental health
(d) role-playing activities
(e) puppet activities
(f) career awareness

The second category is counseling. This is one-to-one counseling, limited crisis counseling if the need arises and group counseling

The Career Awareness Guidance Units found in this guide are suggestions which might be used at an opportune time throughout the year. It is intended that the class will view one of the designated filmstrips followed by an open class meeting which will include as members the students, teacher and/or guidance counselor. In the class meeting the subject for discussion should be the topic of the filmstrip and whatever it may lead to. These units are not designed to replace the current guidance activities, but to help direct some of them.

GRADE IV

The Guidance activities in grade four are centered around a guidance kit and a group of filmstrips. All of these activities might be conducted by the teacher and/or the guidance counselor. The individual filmstrips are designed to be used at a rate of about one a month. The DUSO kit can be used as often as the teacher feels it is practical. It is suggested the DUSO be used on a regular basis to get the most benefit from it.

EAch building will have at least one DUSO-1 and one DUSO-2. The guidance filmstrips are scheduled with units to insure their coverage in all buildings and classrooms if the teacher desires to use them.

Developing Understanding of Self and Others
A kit of activities and materials designed to facilitate the social and emotional development of children. The DUSO programs are based on the premise that every child, in the process of growing up, is confronted with normal developmental problems and that the classroom teacher can help children meet these developmental problems. They also recognize that to be the most effective in his role, the teacher needs the assistance and direction provided by programs of planned experiences and materials. The DUSO kit provides such programs which can be carried out with a minimum of preparation.

The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning. The wide variety of materials and activities provided in the DUSO kits allows each teacher to select the approach which is most appropriate for her unique group of children.

I. FORMAT FOR GRADE IV

Objectives:

--to develop understanding and positive valuing of one's unique self
--to develop understanding of interpersonal relationships
--to develop understanding of the purposive nature of human behavior
--to develop understanding of dynamic interrelationships among ideas, feelings, beliefs, and behavior in order to express one's feelings accurately
--to develop understanding of competence and the components of accomplishment

Format:

The fourth grade will work with the second four themes in DUSO D-2:

V. Toward Resourcefulness and Purposefulness
VI. Toward Competence
VII. Toward Emotional Stability
VIII. Toward Responsible Choice Making

Each of these themes might be used for approximately one quarter (nine weeks). Each cycle of activities which is about one week's program contains, a story, problem situation, role-playing activity, puppet activity, discussion picture, career awareness activities, supplementary activities, and supplementary reading.

II. The following is a list of filmstrips to be used in Grade four. The individual activities for the use of these filmstrips are on the pages that follow.

FILMSTRIPS TO BE USED IN GRADE FOUR

Learning to Live With Others, SVE

(Filmstrip and Cassette)

1. "Learning to Trust People"
2. "Learning to Keep a Promise"

Open Ended Stories, ERS

(Filmstrip and Record)

3. "The Painting"
4. "The Open Gate"

Developing Good Work and Study Habits, ERS

(Filmstrips, Captioned)

5. "Following Directions"
6. "Opening New Doors"

Dinkmeyer, Don.
Developing Understanding of Self and Others
American Guidance Service, Circle Pines, Minnesota

ACTIVITY 1

Materials: Filmstrip and Cassette:
"Learning to Trust People"
--Learning to Live With Others, SVE
(CA Center)

Topic: Trust

Objectives: To help the students see the importance of trusting others and having others trust you.

Activity: Before showing the filmstrip: You might engage the children in informal group conversation. "When there's something to be done, do you sometimes feel that you can do it better than anybody else?" "Why do people feel this way? "Is it a matter of really not being able to trust other people? What is it?"

Without judging or evaluating the children's remarks, say, "We're going to see a film about a boy who learned some things about trusting people. Let's see what happens."

After showing the filmstrip: Engage the class in informal conversation or discussion about the filmstrip. Or select 4 or 5 boys and girls to be a panel and discuss the filmstrip before the entire class. Some suggested questions will be found at the end of this activity section. Use these or questions of your own. Try to relate the questions to the boys' and girls' experience and age level.

SOME QUESTIONS TO DISCUSS:
1. When a person feels he can do something better than anyone else, as Ralph felt, what is he really saying about others? (When these "hidden" things are brought to life, ask, "Is this true? Why? Why not?")

ACTIVITY 1 (Continued)

(Discussion questions)

2. Do you think that everyone is created equal in their talents and abilities? Explain. Does this make any change in the way you answered question 1?

3. Discuss Ralph's statement, "It's so much simpler to do things by yourself."

4. How would you like to have Ralph for a friend? Explain.

5. Mr. Flood told RAlph that a person needs to learn to help other people, but he also needs to learn to let others help him. Why is this important?

6. At the end of the filmstrip story, Ralph's Cub Scout leader, Mr. Flood, said, "It seemed to me that for the first time that weekend Ralph felt he was among friends." What do you think he meant? Why wouldn't Ralph have felt that way at the beginning of the story?

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 4

ACTIVITY 2

Materials: Filmstrip and Cassette:
"Learning to Keep a Promise"
--Learning to Live With Others, SVE
(CA Center)

Topic: Promises

Objective: To help students understand the importance of keeping a promise in everyday living and growing.

Activity: You might engage the children in informal group conversation. "Do you think it's important that people keep a promise? Why? Why not?"

Without judging or evaluating the children's remarks, say, "We're going to see a film about a girl who learned some things about keeping promises. Let's see what happened."

After showing the filmstrip: Engage the group in informal conversation or discussion about the filmstrip. Or select 4 or 5 boys and girls to be a panel and discuss the filmstrip before the entire group. Some suggested questions follow. Use these or questions of your own. Try to relate the questions to the boys' and girls' experiences and grade level.

SOME QUESTIONS TO DISCUSS:

1. If you had been in Anna's place, what would you have done when you discovered your puppies were worth $50 a piece?

2. Do you feel there are times when a person doesn't have to keep a promise? Explain. Would you want a friend who didn't keep promises? Why?

3. What do you think Anna's mother meant when she said, "When you keep a promise, you're making yourself part of our dependable world"?

ACTIVITY 2 (Continued)

4. In the filmstrip, Anna's mother said that "when you keep a promise, nice things happen." What do you think she meant? Do you think she was talking about the fact that Anna would get to visit her grandparents after all - or something else?

5. How can boys and girls learn to keep promises?

6. Now that you've seen the filmstrip, you might want to discuss further the question that was asked before the filmstrip was shown - "Do you think it's important that people keep a promise? Why? Why not?"

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 4

ACTIVITY 3

Materials: Filmstrip and Record
"The Painting"
--Open Ended Stories, ERS

Topic: Honesty, capabilities

Objective: To help students realize "honesty is the best policy".

To help students understand some people have greater capabilities and talent in certain areas than others.

Synopsis: Mandy and her friend, Lisa, go home to finish the paintings they started in school. The task is an easy one for Lisa, but Mandy has great difficulty. She can not make her picture look the way she wants it to and she worries that she will not have it ready to take back to school the next day.

Lisa leaves with her finished painting, and Mandy, who by this time is very upset, asks her big sister for help. Her sister paints a picture for her merely as a source of ideas, but after unsuccessful attempts to copy it, Mandy reluctantly decides to take her sister's painting to school, pretending it is her own work.

The teacher is so impressed with the picture, that she asks her to paint a cover for the class book. As the filmstrip ends, Mandy is faced with the decision of what to do.

Activity:

Before viewing, encourage the children to discuss their personal experiences and feelings about their capabilities. How does it feel to be able to do something better than someone else? How does it feel when you can't do something as well as you want to?

After viewing, encourage discussion with such questions as: WHAT DO YOU THINK MANDY DID?

ACTIVITY 3 (Continued)

Did she tell the teacher she didn't really paint the picture she handed in? Did she decide to try painting the class book cover, even though she was sure she couldn't do it? Did she make up an excuse to try to get out of painting it?

Do you always do well if you try hard? Which is more important, doing the best you can, or doing as well or better than other people? Everyone has his strong and weak points; what can you do better or worse than most of your friends?

Was it all right for Mandy to ask her sister to help her? Is taking something from a brother or sister the same as taking something from a friend or stranger? How do you think Mandy felt when she took her sister's painting to school? Why was Mandy quiet when she handed in the painting? How do you think she felt when the teacher praised the painting?

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 4

ACTIVITY →

Materials: Filmstrip and Record:
"The Open Gate"
--Open Ended Stories, ERS

Topic: Responsibility

Objective: To help students understand the necessity of responsible actions.

Synopsis: Josie must stay home while her mother goes shopping. She is not to leave the yard and is told to keep the gate closed so the dog won't run away again. While Mother is gone, Cathy comes to visit. Josie lets her in, forgetting to close the gate. As the children play, the dog gets out, unnoticed.

When the girls decide to brush the dog, the open gate is discovered and Josie is horrified. She tells her friend she must go look for her dog, but Cathy reminds her that she is supposed to stay in the yard. The filmstrip ends as Josie is faced with the decision of what to do.

Activity: Before viewing, encourage the children to discuss briefly, their personal experiences and feelings about taking care of pets, losing a pet, or some other concept related to the filmstrip.

After viewing, encourage discussion with such questions as: WHAT DO YOU THINK JOSIE DID? Do you think she went to look for her dog? Should she have gone to look? What might have happened if she did? What might have happened if she did not? What would you have done if you were Josie?

Why did Josie's mother want her to stay in the yard?

ACTIVITY 4 (Continued)

What could Cathy have done to help Josie? What else could the girls have done? (If the children do not think of it, then the teacher should suggest that Josie might have asked Mrs. King, next door, for help.)

Think of a time when it might be all right to break a rule that your family or teacher has made. Why would it be all right? Can you think of rules that you should never break? Why?

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

ACTIVITY

Materials: Filmstrip, captioned "Following Directions" -Developing Good Work and Study Habits, ERS

Topic: Following Directions

Objective: To help students see the necessity of following written and oral directions.

GRADE 4

Synopsis: This filmstrip points out the importance of following oral and written directions, and of asking questions when something is not clear. Listening carefully, taking notes in class and re-reading instructions can help students avoid making careless errors.

Activities:

1. Have one member of the class whisper a message to the student next to him; pass the message around the room in this manner and see if the message has changed by the time it reaches the last member of the class. Discuss whether or not the children listened carefully.

2. Ask the students if they feel it is fair to receive an "F" on a test due to misreading the directions. Discuss their responses.

3. Have each child tell a short joke or riddle. Ask the class to write down each joke after it is told, and to read their versions aloud. If the versions differ, were they caused by poor listening habits?

4. Ask the students to read a short passage from a book and to tell what they feel are the main ideas in the passage. Discuss each child's comprehension of what he read.

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 4

ACTIVITY 6

Materials: Filmstrip, Captioned "Opening New Doors" --Developing Good Work and Study Habits, ERS

Topic: Discovering opportunities

Objective: To help students realize the educational opportunities available to them.

Synopsis: Discovering is an exciting part of learning, as this filmstrip reveals. In contrast with early colonial education, today's schools offer a wide range of facilities for students to use and enjoy. By offering more opportunities to explore new fields of knowledge, schools prepare children for challenging futures.

Activities:

1. Have the class find out about education in colonial times. How have the roles of teacher and student changed?

2. Ask students for practical reasons why they think that reading, writing, and basic arithmetic were the main subjects taught to colonial schoolchildren.

3. Give the students a few minutes to list facilities in today's schools that did not exist in earlier schools. Compare lists and discuss findings.

4. Have the students research new areas of knowledge which did not exist ten, twenty, or fifty years ago. What do you think are the major technological advances made in the twentieth century? How has modern schooling contributed toward these advances?

This session might be conducted by the teacher and/or the guidance counselor.

CAREER UNITS

GRADE 4

CONCEPTS

OBJECTIVE

MATERIALS

ACTIVITY EVALUATING YOURSELF Suggested Subject Area: Reading, Language Arts

Complete the following book list:

What does my school work show?

I don't work as hard as I should.

I work consistently

I am interested. I keep trying!

I do my assignments.

I do more than is expected.

I do what is expected.

I do not do what is expected.

My friends

I like and use it often.

I use it a great deal of time.

I get along with both my family and friends.

I find it easier to get along with me than my family does.

I have lots of friends.

I have a few close friends.

I am a part of my group.

I do not like me because _____.

What are my good points and bad points? (list everything you can think of like talents, intelligence, appearance, etc.

GOOD POINTS

BAD POINTS

4.1 INTRODUCTION TO CAREER AWARENESS GRADE 4

CONCEPTS Most jobs have certain factors which are similar throughout the world of work.

OBJECTIVE(S) To make the learner aware of the factors which affect a job and an employee.

SKILL(S) & TASK(S) The students will be able to list five factors which are common to most job areas.

ACTIVITY(S) Have the learner select a job and investigate the following through interviews and reading:

a. What kinds is one paid - pure work, profits, commission, salary?

b. Is income irregular or steady?

c. What is the life-time earning (compare with others in class)?

d. What external influences affect this job (weather, fad, season, etc.)?

e. At what point is the income likely to begin? How fast will it increase? What is the highest salary?

f. What are some indirect financial rewards (living quarters, food, bonuses, discounts, free services)?

GRADE 4

CONCEPTS

Jobs fall into within certain job cluster areas which can be defined.

The learners will develop an awareness of a variety of jobs within the job clusters and relationship between school and work.

Individual conferences students will be able to state in which cluster area five different jobs will be found when shown a list of clusters.

AWARENESS OF PARENT'S JOB Suggested Subject Area: Language Arts, Social Science

of workers and workers

job clusters

requirements, qualifications, etc.

student present some specific problem which might be encountered in a selected job and tell how might solve it.

Job Clusters

Business and Office

Consumer and Home-making Related

Communications and Media

Fine Arts and Humanities

Hospitality and Recreation

Environmental Control

Personal Service

Manufacturing

Transportation

Health

Public Service

Agri-business and Natural Resources

Marine Science

Construction

Marketing and Distribution

CONCEPTS: Each person should be able to walk in an area of his interest.

OBJECTIVES: A career isn't necessarily a dull and dreary job. Many careers start as sports, games, hobbies, and activities which are labeled "fun". The learner can discover that he will more likely be more successful in a career that he thinks will be fun or interesting to him.

CRITERION TESTS: Students will list many of the activities they enjoy doing and relate these to job areas.

ACTIVITY 41 FUN AND CAREERS Suggested Subject Area: Language Arts

Have each student list the activity he most enjoys doing. Make a list of all these activities and have the group match the activities to careers. There should be career opportunities that evolve from every student's favorite activity.

GRADE 4

4.1 INTRODUCTION TO CAREER AWARENESS

I make (insert a seasonal present) for churches and homes and hospitals, for birthdays, anniversaries,
(insert holidays). Who am I? (florist)

I know how all parts of it fit together and how they should work.
(insert occupation). Who am I? (mechanic)

I wash the pots and pans and put away the dishes so they won't boil. I wipe the windows, give
(insert occupation). Who am I? (gas station attendant)

I'm thinking about how much money I take. Who am I? (secretary)

I see a bat and glove. I try to hit home runs. Who am I? (baseball player)

I make orders and carry trays and serve all sorts of delicious food. Who am I? (waitress or waiter)

I work with gold and silver and beautiful things that are broken. I set beautiful stones and sell
(insert occupation). Who am I? (jeweler)

I take dictation; I answer the telephone and I type letters. Who am I? (secretary)

I plant and sow and rake and hoe. I raise fine animals. I have big machines
(insert occupation). Who am I? (farmer)

My job is making noise in fancy rhythms. My tools are called
(insert occupation). Who am I? (musician)

If a hailstorm had made a hole in the top of your house, I would fit shingles together like a puzzle
to cover the hole. Then you would be warm and dry again. Who am I? (roofer)

I wear strange clothes. My job is exciting and dangerous. From where I work, I can see many oceans and
rivers and land formations. I guide a ship, but I am not a sailor. Who am I? (astronaut)

cans and boxes so that people will know

cack on heels and mend old toes, and buff and brush

cleaner or iron does not work, I'm the man

(electrician)

a great variety of choices as to the occupation he may choose.

there are a great variety of jobs which are of interest to the

art and the pastimes.

they would like to do some day. Ask each student to think of

that job so the rest of the class will be able to guess

4.1 APPRAISORS GRADE 4

CONCEPTS: Value of items is an important part of many job areas.

OBJECTIVES: The learner will become acquainted with careers based on the need for values to be given to things. When a house is sold, or when a car is traded for a new one, an appraisal must be made to set a value on the house or car. When a teacher grades a paper, an appraisal is made. When a coach picks a starting team, an appraisal is being made. Whenever we make a purchase in a store we make an appraisal of the merchandise we buy. We all make many appraisals every day, and time usually tells us whether our appraisal was accurate or faulty.

CRITERION TEST: In individual conferences, students will be able to explain how approval affects things about and on a job.

MATERIALS: Art work, themes, essays, poems, preferably anonymous.

ACTIVITY: The class can practice the art of appraisal by rating or grading papers read by the teacher. It is preferred to leave personalities out of this exercise. An appraisal of the student's own work can be very helpful to him, but this should also be a private matter between teacher and student.

4.1 THE HISTORY OF AN INVENTION — GRADE 4

CONCEPTS : Free enterprise inventions have changed the world of work.

OBJECTIVE: To make learner aware of potential wealth that can be generated from a single invention or discovery; try to determine what makes an invention successful while others fail.

CRITERION TEST: Students in individual conferences will be able to name 10 successful inventions.

MATERIALS: No special materials needed.

ACTIVITY: List several great inventions such as the airplane, telephone, vulcanization of rubber, automobile, etc. Have the learners research one invention each. After completing research, have each learner write a story where they pretend the invention is talking. In the story the invention traces its own development from inception to modern days.

4.1 CAREERS FROM START TO FINISH GRADE 4

CONCEPTS: Many occupations are involved in the process of manufacturing from beginning to consumers.

OBJECTIVE: The learner will discover the occupations involved in the many steps of raw material goes through before it is ready to sell to the consumer.

CRITERION TEST: Students will be able to list ten occupations in connection with the development of a product from raw materials to product.

MATERIALS: A newspaper and a box of ready to eat cereal.

ACTIVITY: 9 The students will find the current price of the grain used in the cereal. This is found in the "commodities" section in the newspaper, and priced by the ton. From this price a occupation is made of the initial cost of the grain in the cereal box. The students will now do some research to discover why there is such an increase between the original cost and the final selling price. The students will discover many occupations involved in this process.

VARIATION: A similar exercise can be done with any number of raw materials and finished products, such as the cost of steel and a pair of pliers, or the cost of clay and a set of china.

4.1 HAPPINESS IS GRADE 4

CONCEPTS: Simple choices can lead to a happier life.

OBJECTIVE: The learner will develop an awareness of each individual's own unique pattern.

ATTITUDE FOCUS: An individual centeredness students will be able to relate ideas concerning the topic discussed to the activity.

PROCEDURES: 1. Discuss value systems: Ask students what elements make a good life. (List on board) Let students what common elements are not included in a good life.

2. Define basic needs and show hierarchy.

3. Discuss factors which are more important to recognize than abilities: Why people are happy in certain jobs? Why people are unhappy in jobs?

Why people are absent from jobs? Discuss how we make choices: When evidence? Opinion of others? Chance? Knowing Alternatives.

4.2 SINGER, MUSICIAN GRADE 4

CONCEPTS :

Singers and musicians provide entertainment for all people.
The forms of music are varied enough so that they can meet most people's tastes (classical, western, rock, etc.)
Being a professional or amateur singer or musician requires many hours or work.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

1. Students will realize that some people are in the entertainment field for personal enjoyment and some as a job area.

   Description: Individual conference

   Teacher Directions: In individual conference students will be able to relate to the teacher the idea of amateur and professional entertainment

2. Students will have a knowledge of the various forms of musical entertainment.

   Description: Written lists

   Teachers Direction: The students will list at least five forms of musical entertainment. (classical, western, country, rock, opera, jazz, blues, etc.)

RESOURCE PEOPLE

Panel of at least 3 Musicians

FIELD TRIPS

FILMS

FILMSTRIPS

* "Musicians - People Who Create Art"
--Guidance Associates
(CA Center)

BOOKS

* Career Comic Books:
"Popeye the Sailor and Fine Arts and Humanities"

For Display:
* I Want to Be a Musician, Childrens Press
(CA Center)

Text:
Music for Young Americans, American Book Co.
4th Grade Music Text, Follett Pub. Co.

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

Records from IMC:

"Folk Songs of the Frontier", #7
"Lure of the West"
(Songs of the Pioneers) #4
"Songs of the Cowboys", #13
"Songs of the West"
(Norman Luboff Choir), #5, #8
"Songs of the Western Frontier", #12
"This Was the West"
(Walt Disney), #6

*CA Center Furnishes

4.2 ENTERTAINMENT - SINGER, MUSICIAN

GRADE 4

ACTIVITY 1 Suggested Subject Area: Music

MATERIALS 1

Place Career Comic Books out for students to read at their leisure while this unit is in progress.

Introduce or review songs: "Wake Up, Jacob"
"Cowboy's Breakfast Call"
"The Lone Star Trail"
"Idaho"
"We Sing of Idaho"
"Oh, Give Me the Hills"
"Lotus Blossoms"
"Land of the Silver Birch"
"Buffalo Gal"
"Old Brass Wagon"
"Sacagawea"

Texts:
Music for Young Americans, AB
4th Grade Music Text, Follett
Yellow Pages of Learning Resources --MIT Press (School Library)

Go through the article "Orchestra Member", on page 57 of the Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

ACTIVITY 2 Suggested Subject Area: Music

Listen to cowboy music. Any of the following are suggested and all may be obtained from IMC.

"Folk Songs of t Frontier", #7
"Lure of the West" (Sons of the Pioneers), #4
"Songs of the Cowboys", #13
"Songs of the West", (Norman Luboff Choir), #5, #8
"Songs of the Western Frontier", #12
"This Was the West", (Walt Disney), #6

Discuss how this music sounds, the work musicians do. Listen for instruments, etc.

Sing songs previously introduced.

MATERIALS 2

Records from IMC:
"Folk Songs of the Frontier", #7
"Lure of the West"
(Sons of the Pioneers) #4
"Songs of the Cowboys", #13
"Songs of the West"
(Norman Luboff Choir) #5, #8
"Songs of the Western Frontier", #12
"This Was the West"
(Walt Disney) #6

ACTIVITY 3 Suggested Subject Area: Music

Introduce songs: "Night-Herding Song", page 96
"The Strawberry Roan", p. 6
"Texas Cowboy", page 8

Practice songs previously learned.

MATERIALS 3

Text:
Music for Young Americans, 3
--American Book Co.

4.2 ENTERTAINMENT - SINGER, MUSICIAN

GRADE 4

ACTIVITY 4 Suggested Subject Area: Music, Social Studies

Sing several cowboy songs previously learned. Discuss the work of the singer, musician.

Show and discuss the filmstrip "Musician - People Who Create Art".

Decide on some questions the class would like to have answered by a panel of musicians. Teacher should make these questions available to the panel before they come to visit.

MATERIALS 4

Text:
Music for Young Americans, 3
--ABC

Filmstrip:
"Musician - People Who Create Art"
--Guidance Associates
(CA Center)

ACTIVITY 5 Suggested Subject Area: Music, Social Studies

Invite several people who work as musicians to come visit the class.

Each answer the questions posed by the class, and if possible each do a short demonstration of his musical skill.

Be sure to allow time for questions children may want to ask.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

MATERIALS 5

Resource People:
Panel of at least 3 musicians

4.3 DANCES INSTRUCTOR GRADE 4

CONCEPTS: Dancing is a form of entertainment for people all over the world.
The forms of dancing are numerous.
Being a dancer or dance instructor takes many hours of training and practice.

PERFORMANCE OBJECTIVE AND CRITERION TEST: The students will understand that a dance instructor usually must be familiar with a large number of dance forms.

Description: Performance test

Teacher Directions: The student will be able to perform at least three types of dances and indicate its type.

4.3 ENTERTAINMENT - DANCE INSTRUCTOR

GRADE 4

RESOURCE PEOPLE

P.E. Consultant or
Local Square Dance Caller

FILMS

FILMSTRIPS

SUPPLIES

Records from IMC: (only a sample)
Square Dances:
Manana, Red River Valley, #10

Pine Tree, Pop Goes the Weasel, #2

Spanish Cavalier, Oh! Johnnie, #9

Let's Square Dance, #15

Ginn Square DAnce (Albums 1 & 2)
#19 and #20
Honor Your Partner Series 2
Record 201, #26 and #27

FIELD TRIPS

BOOKS

For Display: I Want to Be a Ballet Dancer
-- Childrens Press (CA Center)

A Teachers Guide to Elementary School Physical Education
--Kendall-Hunt Pub. Co. (Schools)

Text:
Fourth Grade Music Text, Follett Pub. Co.

*CA Center Furnishes

4.3 ENTERTAINMENT - DANCE INSTRUCTION

GRADE 4

ACTIVITY 1 Suggested Subject Area: P. E., Music

MATERIALS 1

ACTIVITY 2 Suggested Subject Area: P. E.

MATERIALS 2

Invite P.E. Consultant to help teach a square dance to the class. Use one from records or any easy dance.

Records for Dance

Resource People:
P.E. Consultant or
Local square dance instructor

Or
Invite a local square dance caller to teach a simple dance to the children. Then talk about teaching people to dance.

4.3 ENTERTAINMENT - DANCE INSTRUCTOR

GRADE 4

ACTIVITY 3

Suggested Subject Area: Music, P. E.

MATERIALS 3

Records for dances

Resource Person:
Music Consultan:

Children can work out and learn:
a square dance ("Old Brass Wagon")
a Chinese Dance (1 for girls - "Lotus Blossoms")
(1 for boys - "China Boy") Same time.
a Mountain Man Dance - ("Buffalo Gals")

Music Consultant can help work out these dances.

People become actors for personal satisfaction and as a profession.
Acting takes many hours of training and practice.
There are many forms of acting an entertainer might engage in.

1. Students will understand that most actors act as a hobby; however, a number also develop it as a profession.

Description: Individual conferences

Teacher Direction: The student will be able to explain acting as a hobby and as a career in individual conferences.

2. There are many forms of acting which an entertainer might pursue.

Description: Performance

Teacher Directions: Students will individually act out two or three comedy, tragedy, musical, classical.

4.4 ENTERTAINMENT - ACTOR

GRADE 4

RESOURCE PEOPLE

B.S.C. Drama Students
or
Boise Little Theater
actors & actresses

FILMS

SUPPLIES

Stop watch or timer
Hats brought from home

FILMSTRIPS

FIELD TRIPS

BOOKS

Yellow Pages of Learning Resources, MIT Press
(School Library)

4.4 ENTERTAINMENT - ACTOR

GRADE 4

ACTIVITY 1 Suggested Subject Area: Language Arts

MATERIALS

4.4 ENTERTAINMENT - ACTORS

GRADE 4

ACTIVITY 1 — Suggested Subject Area: Language Arts

MATERIALS 1

Invite students from B.C.'s Drama Department and/or Nelson Little Theater actors and actresses to present an actor's workshop.

Suggest they role drama as a way of life as an actor and do some demonstrations for children. If possible suggest work with with a small group of children on a currency change to act out.

Share the productions with the class.

Refer to Guest Speaker: "Communicating with Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

4.5 ENTERTAINMENT - STAGE AND LIGHTING CREW

GRADE 4

RESOURCE PEOPLE

FILMS

SUPPLIES

Drawing paper
Crayons
Construction Paper

FILMSTRIPS

FIELD TRIPS

BOOKS

Texts:
Music for Young Americans, American Book Company
Our Language Today, 4, American Book Company

4.5 ENTERTAINMENT - STAGE AND LIGHTING CREW

GRADE 4

ACTIVITY 1 Suggested Subject Areas: Social Studies, Language Arts, Music

MATERIALS 1

Discuss with the children the possibilities of presenting the musical play "Singing Cowboys". (Or a play on Idaho history)

Text:
Music for Young Americans
--American Book Co.

"Singing Cowboys" is found in Music for Young Americans, ABC, p. 143-146.

Decide on committees that would be needed and what each committee should do. Some suggestions: props
costumes
lights and stage crew
casting
advertising
directors

Have children sign up for a committee to work on.

4.3 ENTERTAINMENT - STAGE AND LIGHTING CRE

GRADE 4

ACTIVITY 1 Suggested Subject Area: Language Arts, Soc. Studies

MATERIALS 3

Take a field trip to Boise Little Theater to see an actual stage set-up and lighting equipment.

Review for Field Trip:
"How to Act the Part from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How to Use the Experience When You Return to the Classroom"
from appendix of this book.

Field trip to Boise Little Theater

ACTIVITY 2 Suggested Subject Area: Language Arts

MATERIALS 2

Texts:
Music for Young Americans
--American Book Co.

Through the play or see whole parts (one - songs, dances, etc.

ACTIVITY 3 Suggested Subject Area: Language Arts

MATERIALS 3

Texts:
Music for Young Americans
--American Book Co.

Through words give the idea.

ACTIVITY 6 Suggested Subject Area: Music, Language Arts

Rehearse entire play, songs, dances, etc. with props. By now these should have been gathered and/or made by the props committee.

MATERIALS 6

Text:
Music for Young Americans
--American Book Co.

ACTIVITY 7 Suggested Subject Area: Art

Additional rehearsals as needed. (No more than a total of four rehearsals)

Advertising committee direct the class on poster-making activity as an art project.

Display posters around school.

MATERIALS 7

Drawing paper
Crayons
Construction paper

ACTIVITY 8 Suggested Subject Area: Language Arts, Music

MATERIALS 8

Present play to 4th and 5th grades. Invite parents.

ACTIVITY 9 Suggested Subject Area: Language Arts, Soc. Studies

MATERIALS 9

Discuss the project. What did you like? What did we do to make it a success? etc.

What did the singers do to help the play? Actors? Dancers? Stage and lighting crew?

If we were going to do it again, what would you change?

CONCEPTS

Many jobs are involved in the apparel industry, including designers, pattern-makers, cutters, sewers, pressers.

Ready-to-wear clothing is usually less expensive than custom made clothing because it is made on an assembly line process which makes it possible for workers to specialize and goods can be produced more economically.

PERFORMANCE OBJECTIVES AND EVALUATION TECHNIQUES

1. Students will be able to demonstrate the steps in making a garment from designer to finished product, and will include all of the following processes: designing, pattern-making, cutting, sewing, pressing.

   A. Description: Making beanbags

      Teacher Directions: Refer to activity #5.

   B. Description: Class meeting

      Teacher Directions: Refer to activity #3.

RESOURCE PEOPLE

Mothers to help with sewing

FIELD TRIPS

FILMS

"Silk - Cacoon to Clothing" MP 5295

"Wool" MP 1193

FILMSTRIPS

* "Textiles for Everyone" American Textile Institute
* "The Story of Cotton" SVE
* "Measure of Civilization" American Textile Inst.

BOOKS

* Let's Go to a Clothing Factory
  -- Hale

Books for display and Independent research such as:

First Book of Wool, by Cavanna
Miracle Fabrics, by Newcomb
How We Get Our Cloth, by McCall
(All in school library)

BOOKS (Cont)

* Booklets:

"The Wonderful World of Textiles"
(Am. Textile Manufacturing Inst.)
"Cotton - Facts About Fiber and Fabric"
"Cotton - How it is Grown, Processed, Marketed, Manufactured"
(National Cotton Council)
"Cotton Knit Knowledge for Teachers"
(Cotton Producers Institute)

SUPPLIES

* textile kit
man-woman outlines
old catalogs, magazines
* fabric for beanbags
beans
scissors
thread
needles

* CA Center Furnishes

4.6 APPAREL INDUSTRY WORKER

GRADE 4

ACTIVITY 1 Suggested Subject Area: Art

MATERIALS 1

Give students a man and a woman figure. Let them design clothing for each of both. Color, describe the activity for which the clothes are suitable.

or

Let students cut catalog or magazine pictures appropriate for various [illegible] such as dance, [illegible] party, church, etc.

Display [illegible] for different occasions. Use catalogs or magazines [illegible] and have them explain.

ACTIVITY 2 Suggested Subject Area: Social Science/ Science

MATERIALS 2

Show the filmstrip "Textiles, Measure of Civilization" and discuss it with the students. A teacher's manual is provided.

American Textile Manufacturers Institute

Filmstrip
"Textiles, Measure of Civilization"

Show the process pictures and place them on the bulletin board for further study.

Display and discuss the sample card, containing samples of fibers and fabrics.

ACTIVITY 3 Suggested Subject Area: Social Science/ Science

MATERIALS 3

Discuss the process pictures on the bulletin board. Then show the filmstrip and play the record "Textiles for Everyone".

American Textile Manufacturers Institute

Discuss the many workers seen and something about their jobs.

Filmstrip
"Textiles for Everyone"

4.6 APPAREL INDUSTRY WORKER

GRADE 4

ACTIVITY 4 Suggested Subject Area: Social Studies

Discuss how we get our clothes. Review work of tailor and dressmaker.

Show filmstrip: "The Story of Cotton"

Identify the workers seen in the filmstrip. Arrange in chronological order.

Show the booklets about making fabrics. Make them available for interested students.

Display any available books about fabrics, such as the following.

First Book of Wool, by Cavanna
Miracle Fabrics, by Newcomb
How We Get Our Cloth, by McCall

MATERIALS

Filmstrip: "The Story of Cotton" SVE

Books:
First Book of Wool, by Cavanna
Miracle Fabrics, by Newcomb
How we Get Our Cloth, by McCall

Booklets"
"The Wonderful New World of Textiles" --Am. Textile Manufacturers Inst.
"Cotton-Facts About Fiber and Fabric"
"Cotton - How It Is Grown, Processed, Marked, Manufactured" --National Cotton Council
"Cotton Knit Knowledge for Teachers" --Cotton Products Inst.

ACTIVITY 5 Suggested Subject Area: Social Studies

MATERIALS 5

Discuss assembly line procedures. Advantages and disadvantages.

Plan together for setting up an assembly line to produce beanbags.
Decide what workers will be needed, what each will do, etc.

If necessary, review the filmstrip

Some suggestions:
designers - plan what beanbags will look like
pattern-makers - make patterns
cutters - cut out beanbags
sewers - stitch sides together
pressers - press bean bag
fillers - put beans in bags
finishers - sew bags shut.

Decide how workers for each job should be chosen.

ACTIVITY 6 Suggested Subject Area: Social Studies

MATERIALS 6

Assignment cards for groups

Material and trim for beanbags

Construction paper

Book:
Let's Go to a Clothing Factory
--Hale

Divide the class into the following groups. Each group should have an assignment card telling specifically what they are expected to do.

Group I - Designers. Plan what beanbag should look like. (Have material and trim for them to see) Draw it on 4" x 6" paper. Then read Let's Go to the Clothing Factory.

Group II- Pattern Makers. Read together the book Let's Go to the Clothing Factory. Discuss, compare with filmstrip. After designers have finished, make patterns on construction paper.

Group III-Cutters and Sewers. Make a chart showing major steps in making cotton clothes.

Group IV -Pressers, fillers, finishers - Make a chart showing the major steps in making wool clothing.

4.6 APPAREL INDUSTRY WORKERS

GRADE 4

ACTIVITY 7 Suggested Subject Area: Social Studies/Art

Set up assembly line. Make beanbags

(Perhaps 2 mothers could bring portable sewing machines to do the actual sewing. Sewers could pin parts together, help person at the machines)

Since designers and pattern makers are finished, they could view filmstrips seen by other groups in previous activity and make chart.

After beanbags are finished, discuss assembly line process. Evaluate together the efficiency of the classroom operation.

MATERIALS 7

Resource persons:
2 mothers

material and trim for beanbags
beans
needles
thread
pins
scissors

patterns from yesturday's activities

2. Students will be able to describe five suggestions for care of their hair, nails, and skin.

   A. Description: class meeting

      Teacher Directions: Refer to activity #1.

   B. Description: small group discussion

      Teacher Directions: Have students organize into small groups of four or five. Ask each group to discuss hair, skin, and nail care and, as a group, make a list of five suggestions each for the care of their hair, skin, and nails.

4.7 COSMETOLOGIST - BARBER GRADE 4

RESOURCE PEOPLE

Cosmetologist Barber

FILMS

"Care of Hair and Nails" (optional)
--BSC Film Library (11 min.)

FILMSTRIPS

"Good Grooming of You're on Parade"
--IMC #241

FIELD TRIPS

BOOKS

* Career Comic Books - Popeye the Sailor and Personal Service Careers

Finding Your Way (text)
--Lyons and Carnahan

SUPPLIES

3 or 4 microscopes
10 hand lens
cards with directions for experiments
paper cups
hair bleaching kit
timer
teacher-made comparison chart
hidden word puzzle
* crossword Puzzle "barber"

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Health

Discuss the term "grooming". Ask students to jot down what "good grooming" means to them. Share ideas.

Divide class into groups of 4 or 5 to make a list of good grooming suggestions for fourth graders. Have groups first list all ideas (brainstorm) then discuss each one and decide whether or not to keep it.

Optional:
Show filmstrip "Good Grooming, or You're on Parade"

Teacher can compile lists and make a ditto of all suggestions so each child can have a copy.

Place the comics "Popeye" around the room for students to read during their free time.

MATERIALS 1

Filmstrip:
"Good Grooming or You're on Parade"
--IMC #241

Comics"
Popeye and Personal Service Careers

ACTIVITY 2 Suggested Subject Area: Health/Art

Discuss making posters - various techniques available - college, magazine cut-outs, crayons, etc.

Talk about purposes of posters, way to make posters communicate a message.

Have students choose a grooming tip and make a poster to illustrate it. Maybe several students will want to work on related ideas and make one large poster.

When posters are finished, they could be displayed in the hall or a main bulletin board.

MATERIALS 2

Duplicated lists of grooming tips-one per student.

Art supplies

4.7 COSMETOLOGIST-BARBER

GRADE 4

MATERIALS 3

ACTIVITY 3 Suggested Subject Area: Language Arts

Divide class randomly into two groups. Tell group 1 that they are parents and group 2 that they are children.

The two groups will have a debate over appropriate hair length and acceptable school clothes.

Let groups meet for five minutes to plan what arguments they will use. Flip a coin to see which side will start.

Lay down ground rules for debate
- One person talks at a time.
- Sides alternate.
- No personal attacks.
- Stick to subject

If debate lags, tell a story about a family dispute over hair or dress. Let students role-play the dilemma and a possible solution. Or teacher can play adult, let the children argue for students' side.

ACTIVITY 4 Suggested Subject Area: Science

Set up four stations in the classroom. Have directions, materials at each station. At a bell, students move.

Station 1: CLOSE LOOK

Materials: Magnifying glasses, drawing paper.

Directions: Use a magnifying glass to help you examine the hair on your arm. Make a drawing on how a hair looks as it is growing. Pull gently on a hair. Examine what happens. Draw a picture of what happens. Why do you suppose this happens? What do you feel when you pull hard? Why do you think this is?

Station 2: GIVE A HAIR TO SCIENCE

Materials: Rulers, white paper, magnifying glasses

Directions: Each person in the group pull out one of his hairs - no yelling please. Examine very closely your hair. Write down all the things you can observe about your hair.

Station 3: MAKING SMALL THINGS BIG

Materials: Microscopes, one for each two students. Paper.

Directions: With a sharp pull, pull out one of your hairs. Look at it under the microscope. Draw a picture of what you see. Look at both ends of your hair. Draw a picture of each end. Label the end which was the youngest. After your partner has looked at his hair, put them both under the microscope. What differences can you observe?

CONTINUED

MATERIALS 4

3 or 4 microscopes
20 hand lenses
drawing paper
cards with directions printed on.

ACTIVITY 4 continued Suggested Subject Area: Science

MATERIALS 4

STATION 4: WHICH HAIR

Materials: White paper divided into as many lanes as there are students.
Paper clips.

Directions: Each person needs to pull out one more hair and put it in a lane on the paper. Label the lane with your name.
Answer these questions about the hairs you see.

1. Whose hair is longest? Shortest?
2. Whose hair lies the straightest?
3. Whose hair has the tightest curl?
4. Whose hair is the darkest color?
5. Whose hair is the lightest color?
6. Whose hair is the largest around?

Now take your own hair and use the paper clips to see how strong your hair is. Who has the strongest hair?

To measure strength of hair:

Hold hair with one end in each hand. Have a partner hang a paper clip around the hair and keep adding clips to the chain until the hair breaks.

Whose hair is strongest?

Note: Ask each person to bring a lock of hair 2" long tied with a piece of thread.

GRADE 4

ACTIVITY 5 Suggested Subject Area: Science

MATERIALS 5

paper cups
locks of hair
bleach solution
timer
lens

Discuss coloring hair - several ways it can be done - rinse, etc.
Discuss bleaching hair, read directions on bleach bottle.

Pour some bleach in each child's paper cup. Have whole class put hair in bleach at same time. Observe closely what is happening.

(Be sure to caution children not to touch cups or get bleach in eyes.)

After timer goes off, have students take hair out of bleach solution, rinse off, let dry. Compare colors of hair. Ask why did this happen? Why does a beautician follow directions and use a test sample?

Write a paragraph about this experiment.

Have students examine hair with lens. Look for signs of bleaching (split ends).

Discuss how hair grows, dies, etc.

ACTIVITY 6 Suggested Subject Area: Social Studies

MATERIALS 6

Invite a cosmetologist in to talk to students about hair, skin and nail care.

Resource person: Cosmetologist

ACTIVITY 7 Suggested Subject Area: Social Studies

MATERIALS 7

Invite a barber to speak to the students about his work and educational background. Show some of his tools.

Resource person: Barber

ACTIVITY 8 Suggested Subject Area: Social Studies

Have students fill out comparison chart of the barber and cosmetologist which the teacher has made out from information supplied by the barber and cosmetologist.

SAMPLE:	Cosmetologist	Barber
Where do they work?		
What do they do?		
How do they learn their job?		
What tools do they use?		
etc.		

Write a paragraph telling how cosmetologists and barbers are alike.

Write a paragraph telling how cosmetologists and barbers are different.

MATERIALS 8

Teacher-made comparison form for students to fill out.

4.7 COSMETOLOGIST - BARBER

GRADE 4

ACTIVITY 9 Suggested Subject Area: Language Arts

MATERIALS 9

Do hidden word puzzle and/or write a limerick about the barber or beautician. Hidden word puzzle.

(Review with students limerick form.)

Example: There once was a barber named Mel
Who couldn't cut hair very well.
He cut mine too short
So I took him to court
But the judge said my hair looked just swell.

ACTIVITY 10 Suggested Subject Area: Health

MATERIALS 10

Show film "Care of Hair and Nails" Film: "Care of Hair and Nails" --SDC Film Library

Discuss information given in the film.

ACTIVITY 11 Suggested Subject Area: spelling

MATERIALS 11

Use the crossword puzzle found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

Crossword puzzle "Barber"

Cosmetologist
Barber

Activity 9

HIDDEN WORD PUZZLE

C	P	C	M	W	J	I	H	V	G	Y	I	H	M	J
T	R	O	E	N	K	F	B	R	U	S	H	G	I	U
V	C	M	R	L	C	H	A	I	R	F	A	E	R	L
A	L	B	U	E	X	O	B	B	D	O	I	S	P	M
U	I	R	C	H	D	N	A	C	A	R	R	H	O	K
C	P	Q	I	P	C	U	R	L	S	Y	C	A	E	S
W	P	T	N	I	N	E	B	A	R	E	U	M	V	H
S	E	S	A	P	A	N	E	Z	Q	R	T	F	Y	A
O	R	O	M	R	I	B	R	I	Z	L	S	O	N	V
A	S	L	O	T	L	E	K	L	O	I	S	O	I	E
R	S	C	I	S	S	O	R	S	R	O	T	Z	K	O
U	Y	P	C	N	W	A	V	E	S	R	V	T	S	Y
H	A	I	R	I	J	W	A	V	T	I	L	P	M	O
A	E	D	B	P	R	T	S	O	L	A	E	I	T	S
M	T	C	U	R	L	E	R	M	K	H	R	L	E	A

Words to find:

barber
scissors
comb
shampoo
curler
clippers
dryer
chair
mirror
brush
pins
curls
waves
hair oil
haircut
manicure
skin
hair
nails
razor
style
shave

I. The student will be able to name at least three occupations associated with pets.

A. Description: Students will listen to a panel of people speak on pets, followed by a class meeting.
Teacher Directions: Refer to activity #6. Follow this activity with a class discussion on the various pet service care occupations that were represented.

4.8 PET SERVICE CARE

GRADE 4

RESOURCE PEOPLE

2 or 3 people in pet-related fields. (Humane Society, pet grooming, pet store, veterinarian, dog catcher, etc.)

FILMS

"Care of Pets" 5212 IMC

FILMSTRIPS

Available filmstrips from district list.

SUPPLIES

Attached materials list by stations
Activities Guide
Construction Paper
* SRA Work Brief
* Materials from Humane Society on pet care.

FIELD TRIPS

BOOKS

* CA Center Furnishes

GRADE 4

ACTIVITY 1 Suggested Subject Area: Language Arts

MATERIALS 1

Pet Activities Guide

Have the six materials stations set up ahead of time so students can work independently.

Talk briefly about pets. Let students share something about one of their pets.

Distribute Pets Activities Guide to the students. Go over the directions. Discuss the interest center materials, and how to use them. Talk briefly about using time wisely to finish the required number of activities.

Allow full work periods for students to work on activities outlined.

Teacher can help those who need special help, adjust assignments, offer suggestions for additional activities.

ACTIVITY 2-5 Suggested Subject Area: Language Arts/Social Studies

MATERIALS 2-5

Students will work independently on activities selected from the Activities Guide.

If time, have students share with each other what they have done at the end of the allotted time.

EXPLAIN TO THE STUDENT:

On this page you will find six activities listed. You may choose any four of the six activities to do during the next four days. You do not need to do these activities in order. Everyone will do Activity 5 together.

Each of the completed activities should be put in a Pets Booklet. Make a cover for your booklet (get materials at Station 1) and keep everything together.

If you finish the required four activities, you can do one of the other activities or you can plan an activity you would like to do.

If at any time you need help - ask your teacher. The materials you will need will be found at the stations shown by each activity. Please return materials when you finish! Check off activities as you finish.

ACTIVITY 2-5 Activity Guide

ACTIVITY 1 --Station 2

Cut out of magazines or draw pictures of as many kinds of pets as you can. Mount on paper, put in your booklet.

ACTIVITY 2 -- Station 3

Read a book or story about a pet. Get a form and make a short report on the book or story. (Many books available in school library)

ACTIVITY 3 -- Station 4

Write and illustrate a story or poem about your pet or a pet you know.

ACTIVITY 4 -- Station 5

Choose an animal that can be a pet that interests you and find out as much as you can. Write the answers to the questions about the animal on the report form and put in your booklet. Be sure to use your own words.

ACTIVITY 5 -- Station 6

See the film "Care of Pets" and make a list of suggestions for caring for pets. Put in your booklet.

ACTIVITY 6 -- Station 6

Look at the filmstrip. Write the name of the filmstrip and three good sentences about it. Put in your booklet.

MATERIALS 2-5

Station 1: Construction paper for booklet covers.

Station 2: Old magazines
Drawing paper

Station 3: Books about pets. (See attached sheet)
Book report form

Station 4: Drawing paper

Station 5: Report form including the following questions:
1. What does the animal look like?
2. Where does this animal live?
3. What foods does this animal eat?
4. Why would this animal make a good pet?
5. What else did you learn about this animal?

Reference books on animals
Booklets from Humane Assoc.

Station 6: Filmstrip Viewer
Filmstrips

Suggested List:
"Shep, the Farm Dog", 1286
"Cats, Three Little Kittens", 1287
"Blackie, My Dog", 301
"Bonnie, Seeing Eye Dog", 147, 148
"Canary, My Pet, Dickie", 321
"Cat Who Lost His Tail", 1139
"Roger's Rabbit", 1183

(CONTINUED)

4.8 PET SERVICE CARE

GRADE 4

ACTIVITY 2-5 Activity Guide

MATERIALS 2-5

Continued:

"Terry's Turtle", 1182
"Dog and Cat", 1146
"Gordon's Goldfish", 1181
"Janet's Ducks and Geese", 309
"Kathy's Cat", 1184
"My Dog Spot and I", 319
"Paul's Puppy", 1185

Film "Care of Pets"

ACTIVITY 6 Suggested Subject Area: Language Arts

MATERIALS 6

Invite a panel of people to speak on pets. Possible speakers might include: Humane society worker, pet grooming specialist, pet shop owner, veterinarian, dog catcher, etc.

CONCEPTS:

Tailors and dressmakers make individual garments to order for people.
Tailors and dressmakers make alterations in ready-made garments.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

1. Students will be able to state what the difference is between ready-made garments and those made by a tailor or a dressmaker.

   A. Description: Draw a picture illustration.

   Teacher Directions: Give each student two pieces of blank paper and crayons. Ask them to draw two pictures: one picture of a ready-made garment illustrating how it is made and the other picture illustrating a garment made by a dressmaker or tailor. Have students volunteer to share their pictures with the class.

2. Students will make a puppet, using some of the fundamental skills of sewing including using a running stitch for seams, sewing on buttons, trimming appropriately. They will also cut out a pattern.

   A. Description: Students make hand puppets.

   Teacher Directions: Refer to activity #3.

4.9 TAILOR AND DRESSMAKER GRADE 4

RESOURCE PEOPLE

Tailor or Dressmaker

FILMS

FILMSTRIPS

* "We visit a Clothing Factory" - EP
* "Puppeteer" People Who Create Art GA

FIELD TRIPS

BOOKS

SUPPLIES

Needles with large eyes
Thread
Scissors (sharp)
Felt for puppets, approx. 2 yds. 54"
Fabric scraps
Trimming scraps
Buttons
* SRA Work Briefs
*SRA Math Cards
Occupations #3D

* CA Center Furnishes

2002

4.9 TAILOR-DRESSMAKER

GRADE 4

ACTIVITY 1 — Suggested Subject Area: Social Studies

MATERIALS:

Invite a tailor or a dressmaker to class to show how clothing is made.

Perhaps he or she could bring some partly constructed garments, patterns. Also some material samples.

(This could be a professional or a student's mother.)

ACTIVITY 2 — Suggested Subject Area: Art

MATERIALS:

Show the filmstrip and discuss the various work roles shown.

"We Want a Clothing Factory" SF

ACTIVITY 3 — Suggested Subject Area: Art

MATERIALS:

Discuss the work of the tailor and the dressmaker.

Film:
"Puppets: People Who Create Art" C

Discuss the possibility of making puppets to use in retelling to music, a book or a story.

Show the filmstrip and discuss what students must do to make puppets.

ACTIVITY 4 — Suggested Subject Area: Art

MATERIALS:

Show children how to thread a needle.

needles with large eyes
thread
scraps of material
buttons (shank and flat)

Include some basic sewing stitches - running stitch, basting stitch, overcasting stitch and sewing on buttons.

Have children practice these until they feel comfortable doing them.

ACTIVITY 5 Suggested Subject Area: Math

Discuss how math would be useful to a tailor or dressmaker.

Divide class into groups of 4 or 5. Each group make up five problems that the tailor or dressmaker might need to solve. Solve the problems, writing the answers on a separate page.

Exchange problems between groups. Each group solves the new set of problems then checks with the authors of the problems to see if the answers are correct.

If time allows have class discussion of several of the better story problems.

MATERIALS 5

ACTIVITY 6 Suggested Subject Area: Art

Make hand puppets.

Each student design a pattern, cut it out, trim dress and sew together.

(Note: Teacher might want to demonstrate basic design. Discuss with children some possible characters to make.)

MATERIALS 6

felt
material scraps
trimming scraps
buttons
needles
thread
sharp scissors
stuffing material for heads

ACTIVITY 7 Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 7

Occupations #30
--SRA Math Cards

CONCEPTS

Through research, historians provide information and insights into the past.
History has implications for the future.
Historians have played significant roles in the development of Idaho history.
Professional historians require college training often at the graduate level.
Amateur historians can have an interesting leisure time pursuit with little or no formal training.
Many people and cultures have influenced life in Idaho.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to describe briefly at least seven events or people in Idaho history.

   Description: Writing exercise following by patomime.

   Teacher Directions: Refer to activity #8.

2. Students will be able to calculate the mileage within ten miles the distance between Boise and Salmon via Lowman and Stanley.

   Description: Math exercise

   Teacher Directions: Refer to activity #3.

3. Students will be able to name five things a historian might do as part of his job.

   Description: Class meeting

   Teacher Directions: Have the students discuss that which Arthur Hart (speaker in activity 1) talked about regarding the things he does as a historian. As a group, have the students make a list of at least five things a historian might do as part of his job, using Arthur Hart as an example.

RESOURCE PEOPLE

Arthur Hart,
(Idaho Historical Society)

J. M. Neil
(Idaho's Bicentennial
Celebration Director)

Snake River Research Center

John Nall
(Retired Principal who is
interested in Idaho history)

FIELD TRIPS

Idaho Historical Museum

FILMS

FILMSTRIPS

*"Old Sturbridge and Mystic Seaport, Historical Community", SVE
(CA Center)

BOOKS

Child's Idaho (text)
History of Idaho Indian
American Indians of Idaho
*The Brand of a Boy, Hyde
Picture Book of Idaho, Baily
Our U. S. History - Its History in Maps, Wesley
(School Library)

Yellow Pages of Learning Resources, (MIT Press)
(School Library)

*Favorite Poems Old and New, Doubleday

SUPPLIES

Idaho Maps
Transparencies in school library
"Idaho Points of Interest"
"Idaho-Its Products and Industries"

Cassettes: (School Library)
*Lincoln's Speeches and Letters
(Spoken Arts Cassette Library)

Enchantment of America Series

Live in America
(Published by Fideler)

*The Inaugural Address of John F. Kennedy (Cassette)

*CA Center Furnishes

4.10 HISTORIAN

GRADE 4

ACTIVITY 1 — Suggested Subject Area: Social Studies

MATERIALS 1

Invite Arthur Hart of the Idaho Historical Museum to talk to the class about the things he does as historian and about some aspect of Idaho history.

Resource Person:
Arthur Hart

Show the filmstrip "Old Sturbridge and Mystic Seaport". Discuss the frames in the strip by using the teachers guide.

Filmstrip:
"Old Sturbridge and Mystic Seaport", SVE
(CA Center)

Ask if any students have been to Williamsburg. Tell them about Williamsburg, using materials in packet for resource.

Packet

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

ACTIVITY 2 — Suggested Subject Area: Math, Social Studies

MATERIALS 2

In groups of three, the students choose a destination somewhere in Idaho. They will depart from Boise and with the aid of their maps they should do the following:

1. Figure out the scale used and distance it represents
2. Decide on a route
3. Calculate the distance they will travel
4. List important sites they will pass
5. Decide on 5 points of interest to stop to see
6. List things they would need to take on trip
7. Calculate time they would need for stops
8. Calculate how far they could travel in a given time considering the distance and time involved for stops.

Idaho maps (one for each group)

Transparencies:
"Idaho: Points of Interest"
"Idaho: Products and Industries"

Other resources on Idaho

4.10 HISTORIAN

GRADE 4

ACTIVITY 3 Suggested Subject Area: Math

Have students individually calculate the distance from Boise to Salmon, going through Lowman and Stanley. They are to use the maps from Act. 2.

MATERIALS 3

Idaho Maps

ACTIVITY 4 Suggested Subject Area: Social Studies

Plan a field trip to the Idaho State Historical Museum. In planning for the trip have students discuss:

1. Reasons for having a trip
2. Why we are making the trip
3. Is our historical past important? Why?
4. What might we see at the museum.
   a. employees
   b. volunteers

Discuss what they look for people who are there and the jobs they do. This will be covered in a class discussion later.

5. Talk about the different cultures they might find more about for later discussion.
   a. Chinese
   b. Indian
   c. Mormon
   d. etc.

MATERIALS 4

Field trip to Idaho State Historical Museum

Review for Field Trip:
"How to Get the Most From a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"

ACTIVITY 5 Suggested Subject Area: Social Studies

MATERIALS 5

Follow up discussion:

1. Discuss the museum visit and what everyone thought of it.

2. Have the students name and list on the board the people and jobs they saw. Discuss the kinds of training and interests those people might need or have.

3. Discuss the influence the various culture groups have had on Idaho history.

ACTIVITY 6 Suggested Subject Area: Music

MATERIALS 6

Have "Here We Have Idaho" included in music.

Use a number of the songs and poems on pages 401-455 of Favorite Poems Old and New.

There are many excellent poems in this book you may wish to read to your class, whether on this particular subject or not. A personal copy of this book would cost you $6.95.

Book:
Favorite Poems Old and New, Doubleday

4.10 HISTORIAN

GRADE 4

ACTIVITY 7 Suggested Subject Area: Creative Writing, Art

MATERIALS 7

1. Have students choose which they would like to do after discussion and planning.
   a. Write a diary of a day on the playground.
   b. Decide who might be possible sources of information and then write a diary of your school.
   c. Using the historical facts you have learned about Idaho, write as though you were in your town in the early days, write a diary as it would have been kept by early [illegible]
2. Have students draw a picture to illustrate one event.

ACTIVITY 8 Suggested Subject Area: Language

MATERIALS 8

1. Have students divide into small groups and write a skit depicting [illegible] or an event in early Idaho. These can then be performed.

Some suggested themes:

a. Fort Boise
b. Lewis and Clark Expedition
c. Mining in Kellogg area — Discovery, etc.
d. Chief Joseph's activities
e. Silver City
f. Idaho City
g. Homesteading
h. Building of Cataldo Mission

4.10 HISTORIAN

GRADE 4

ACTIVITY 9 — Suggested Subject Area: Social Studies — MATERIALS 9

Go through the article "Museum" on page 38 of the Yellow Pages of Learning Resources. There are many good suggestions and materials that can be used. Refer to pages 81 - 87 of the book "How to Use Your Book", Use as many of the suggestions as you feel will add to the students' understanding.

Book
Yellow Pages of Learning Resources
(Available from Central Library)

ACTIVITY 10 — Suggested Subject Area: Social Science — MATERIALS 10

Students plan and construct a museum in a section of the classroom. They should plan the categories to be explored for sectioning off the museum.

They should then bring items from home, label them as to use and decade, and place them in the museum. Invite other students to view the museum after completion.

ACTIVITY 11 — Suggested Subject Area: Language Arts — MATERIALS 11

Play the two tapes and compare them as to time and historical significance.

Cassettes:
"Lincoln's Speeches and Letters"
"The Inaugural Address of John F. Kennedy"

4.11 MOSAIC CRAFTSMAN — GRADE 4

CONCEPTS:

Mosaics are designs made of small pieces of paper, stone, tile, or other materials put together.

A Mosaic Craftsman is an artist who designs and/or makes decorative and/or useful items by inlaying small pieces of stone, tile, or other materials.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

Students will make a mosaic using one of the following media: paper, tile, macaroni, colored gravel, or eggshells.

Description: Students make a mosaic picture.

Teachers Directions: Refer to activity #3.

4.11 MOSAIC CRAFTSMAN GRADE 4

RESOURCE PEOPLE

Speaker to tell about mosaics

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

SUPPLIES

Construction paper
Old magazines to cut up
Glue
Seeds
Macaroni
Paper plates

Optional:

Formica
3/4" tile
grout
glue
mixing bowls
desk covers of some type

4.11 MOSAIC CRAFTSMAN

GRADE 4

ACTIVITY 1 Suggested Subject Area: Art

MATERIALS 1

Mosaics for display

Display items which are mosaics. Discuss the word mosaic. What does it mean?

construction paper
glue
old magazines if desired
seeds
macaroni
paper plates
glue

Suggest students make their own mosaic of colored paper. A fruit or a vegetable would be a good theme. Suggest a quick preliminary drawing, then fill in with squares, triangles, or torn bits of construction paper. Use fairly large bits, as tiny pieces take too long to do. Be sure to leave enough background to show through.

Mosaics may also be made by finding colors needed in magazine pictures. This makes a variation of color in pictures which is very interesting.

Another suggestion that works well and that students enjoy is to give each student a paper plate (heavy) and have them draw a simple picture (an animal, ship, etc.) Then glue dark yarn over the lines of the drawing. Now use seeds or different shapes of macaroni to fill in the picture. Glue them on. This project would cost about $4.00 for room materials.

4.11 MOSAIC CRAFTSMAN

GRADE 4

ACTIVITY 2 (2 - 3 days) Suggested Subject Area: Art

MATERIALS 2

Invite a speaker from a hobby shop or tile supply shop to talk about making mosaics. Perhaps an art student could do this. If possible a display of samples or a demonstration of mosaics would be desirable.

Review: "Communicating with Talent"
"Resource Talent"
"Questions for Group Conferences"
(From Appendix of this book)

A very good activity in this field is for students to make trivets out of 3/4" tile and formica, although it proves to be somewhat expensive unless the students can pay for the materials. Each student would need a piece of formica 5" x 5", and 25 different colored tile and grout.

The tile is glued into place, let dry overnight. Then spread on grout. Rub off excess in 15 - 20 minutes with wet paper towel. Place under a damp paper towel overnight. Next day rub off any excess grout and polish. Paint sides of formica if desired. Total cost for a class is approximately $5.00.

Optional:
Formica
3/4" tile
grout
glue
mixing bowls
desk cover of some type

4.11 MOSAIC CRAFTSMAN

GRADE 4

ACTIVITY 3-5 Suggested Subject Area: Art

Make a mosaic picture or design, using one of the following materials:

1. seeds - popcorn, sunflower, squash, beans, corn, peas
2. pasta - macaroni, spaghetti, lasagna, etc.
3. colored gravel (available at hobby shops. Need braid to separate areas, keep rock contained.)
4. eggshells - can be painted with water color before or after applied.
5. several kinds of paper - foils, wrapping, construction, etc.
6. scraps of ceramic tile, grout.

Background materials:

1. heavy cardboard painted with tempera
2. old records, spray painted
3. plywood scraps
4. weathered wood scraps
5. paper plates (heavy)
6. old ceramic plate

MATERIALS 3-5

Desired mosaic materials and background from those listed on left.

CONCEPTS: Artists try to show their feelings about what they see through their paintings. There are many styles of painting and many kinds of media which can be used. Painting can be a hobby or an occupation.

PERFORMANCE OBJECTIVES AND CRITERION ITEMS:

1. Students will paint pictures using several different media.

   A. Description: Students paint pictures using several different media.

   Teacher Directions: Refer to activities # 1,2,4.

2. Students will be able to differentiate between realistic and non-objective paintings.

   A. Description: Class meeting

   Teacher Directions: Show the class examples of realistic and non-objective paintings and have them discuss the difference between the two (refer to activity #1.)

4.12 PAINTER

GRADE(4)

RESOURCE PEOPLE

Art Consultant and/or art student

Working Artist (if field trip to Art Gallery is not taken)

FILMS

"Watercolor" - MP 5388 IMC

Numerous other films available from IMC

FILMSTRIPS

(For interested students, all from IMC)
"Working With Paints", 1196
"Paul Gaugin", 1196
"Henri Matisse", 1715 and 1716
"Renoir", 1713
"Renault", 1714
"Van Gogh", 1711
"American Scene, Contemporary Painting", 14

SUPPLIES

*20 dowels - CA Center

straws
India ink
water colors
tempera
white glue

Art Reproductions (IMC or Mr. Wand)

FIELD TRIPS

Art Gallery or Art Mart

BOOKS (For exhibit)

* Ed Emberley's Drawing Book: Make a World
--Little, Brown and Co. (School Library)

Other appropriate library books

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Art

Display paintings from IMC or other sources. (Instructor Covers) Include objective (realistic) and non-objective paintings.

Have demonstration of water color painting by Art Consultant or an art student. Leave time for students to experiment with watercolor washes, drip paintings.

Optional:
Show film "Watercolor", #5388 - IMC
Provide a list of artists to find out more about for interested students.
Plan reports for end of unit on Painter. Some suggestions:

Andrew Wyeth	Andy Warhol
Norman Rockwell	Thomas Gainsborough
John James Audubon	Frederick Remington
Pablo Picasso	Charles M. Russell
Vincent Van Gogh	

MATERIALS 1

Art Reproductions from IMC or Beaux Arts Society

Resource Person:
Art Consultant and/or Art Student

Film:
"Watercolor", #5388 - IMC

Watercolors
Art paper

ACTIVITY 2 Suggested Subject Area: Art

Make India Ink - Watercolor pictures. Put drops of India Ink on paper. (Thin black tempera could also be used) Blow gently with straw to form long stalk-like lines. When ink is dry, drop drops of watercolor onto the paper, touching the black "stems".

When papers are dry, attach to dowels to form a scroll. If desired, students can copy a Haiku - original, or one they like, on the scroll, being sure to give credit if it isn't original.

If Haiku does not show up well against painting, you may wish to letter it on a separate piece of white paper and attach it to painting.

MATERIALS 2

India Ink
straws, cut in half
water colors
paper, 9 x 18
2 - 12" dowels per stud
white glue

ACTIVITY 3 Suggested Subject Area: Art

MATERIALS 3

soft pencils
large manila paper

Ask students to volunteer to pose doing sports activities - football, tennis, skiing, baseball, etc.

Have students observe carefully, make quick scribble drawings of a variety of poses from the angle they see the model.

Suggest they keep these drawings for the next activity.

ACTIVITY 4 Suggested Subject Area: Art

MATERIALS 4

tempera
paint brushes
large sheets of manila paper

From scribble drawings made in previous activity, select one, redo on large sheet of manila paper very lightly.

Using a large brush and striving for overall effect rather than detail, paint the picture, trying to get a feeling of movement.

Display paintings after they have dried.

ACTIVITY 5 Suggested Subject Area: Art

If an appropriate exhibit is at the Art Gallery, take a field trip there. If not, visit an art class at B.S.C. or the Art Mart.

If a field trip is not taken, invite a working artist to come to the class and demonstrate how he works.

Also, if any students have prepared reports on artists, be sure they have an opportunity to give them.

Review for field trip or guest speaker from appendix of this book.

MATERIALS 5

Field trip arrangements and/or resource person to demonstrate painting.

ACTIVITY 6 Suggested Subject Area: Art

Show one of the numerous films available from IMC.

Discuss what makes paintings valuable, why museums and collectors keep works of art.

MATERIALS 6

Appropriate film from IMC

4.13 WRITER - POET

GRADE 4

CONCEPTS

People often express their ideas and feelings by writing poems or stories.
Writing poetry can be enjoyable.
Some of the things people write are put together by publishing companies to make books.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to demonstrate the work of a writer by writing a short story about a topic of his choice.

   A. Description: Writing exercise - short stories

      Teacher Directions: Refer to activities #4 and #5

2. The student will be able to demonstrate the work of a poet by writing a poem of at least three lines.

   A. Description: Writing exercise - poems

      Teacher Directions: Refer to activity #3.

RESOURCE PEOPLE

FILMS

"Haiku: An Introduction to Poetry" (11 min.)
--B.S.C. Film Library

"Poetry for Beginners"
--IMC MP1139

"Let's Write a Story"
--IMC MP1232

SUPPLIES

List of suggested topics and starter sentences

Limerick worksheet

*Scenic Pictures of each state
(CA Center)

FILMSTRIPS

FIELD TRIPS

BOOKS

Text: Our Language Today, 4
--American Book Co.

For Display and Reference:
As many books of poems and short stories as possible from school library.

*Funny Folks in Limerick Land

*Favorite Poems Old and Ne
--Doubleday

*CA Center Furnishes

4.13 WRITER - POET GRADE 4

ACTIVITY 1 Suggested Subject Area: Language Arts

Read several limericks to the class, reading each with great expression and rhythm. Read a limerick letting children guess what should go at the end of the middle lines.

Write the first, second and last lines of a limerick on the board. Have children think of what the two missing lines could be. Finish the limerick several ways.

Give the children a worksheet which leaves out words in several limericks and which gives a pattern for writing limericks. Let them work on these activities.

MATERIALS 1

Limerick Worksheet

Book:
Funny Folks in Limerick Land
(CA Center)

ACTIVITY 2 Suggested Subject Area: Language Arts

Show the two films (or one of them). If the film "Let's Write a Story" is used, do as the suggestions call for in the film catalog.

MATERIALS 2

"Poetry for Beginners"
--IMC 1[illegible]

"Let's Write a Story"
-- IMC 1232

4.13 WRITER - POET GRADE 6

ACTIVITY 3 Suggested Subject Area: Language Arts

MATERIALS 3

Text:
Our Language Today, 4
--American Book Co.

Favorite Poems Old and New
--Doubleday

Share limericks - original and/or favorites. If possible, type up children's original limericks and give a copy to each student later.

Talk about poetry. What is a poem? Does a poem always rhyme?
Read and discuss Eve Merriam's "How to Eat a Poem" and/or "A Famous Author Speaks". Our Language Today, 4 pages 52 - 55.

How to Eat a Poem by Eve Merriam

Don't be polite.
Bite in.
Pick it up with your fingers and lick the juice that may run down your chin.
It is ready and ripe now, whenever you are.

You do not need a knife or fork or spoon or plate or napkin or tablecloth.
For there is no core
or stem
or rind
or pit
or seed
or skin
to throw away.

Read several poems from Favorite Poems to give a variety of examples.

ACTIVITY 4 Suggested Subject Area: Language Arts

Show film "Haiku: an Introduction to Poetry" and/or discuss the form and theme of Haiku.

Suggest the children close their eyes for a minute and think about something in nature that they really like - try to see it clearly in their minds. Display pictures of a variety of natural scenes. Have children look carefully.

Suggest to the children that they try to write a Haiku of 17 syllables in a 5-7-5 pattern. (If the poem doesn't quite fit the pattern, don't discourage the poet.) These, too, can be compiled for each child.

MATERIALS 4

Film:
"Haiku: an Introduction to Poetry"
--B.S.C. Film LIbrary

Collection of scenic pictures

ACTIVITY 5 Suggested Subject Area: Language Arts

Discuss writing stories: What makes a good story? How do authors write their stories? How do authors paint word pictures?

Read "A Famous Author Speaks", Our Language Today, Pages 158 - 160.

Give each student a list of topics and/or starter sentences. Divide into groups. Suggest each group choose a topic or starter sentence and think of all the ideas they can for a story. (Brainstorming) Tell students to accept all ideas and try to get as many as possible in 3 minutes. (Perhaps have a recorder keep track of the number of ideas.)

Have each student select a topic or starter sentence for a story and begin thinking of ideas and jotting them down.

MATERIALS 5

Text:
Our Language Today, 4
--American Book Co.

Lists of topics and/or starter sentences for each student.

(See following page for some ideas)

ACTIVITY 5 (Continued)

Suggestions for topics for stories.

A Happy Surprise
A Scarey Time
Never Again
Lost in the Woods
The Best Day
Secrets Are for Keeping
The Best Adventure
Home Alone
The Sinking Ship
A New Neighbor
A Creepy Monster
A Space Trip

Suggestions for starter sentences.

This morning I looked in the mirror and saw I had turned into.....

The wind howled, thunder crashed and _____ felt.....

Today was going to be a good day _____could tell because already things had gone well for him/her.

The hikers could see the top of the ridge just ahead and they were happy to see that their struggle was almost over. Suddenly.....

When _____ got home from school he/she found a note which said that he/she was to go to the neighbor's house to spend the night because .....

4.13 WRITER - POET

GRADE 4

MATERIALS 6

ACTIVITY 6 Suggested Subject Area: Language Arts

write creative stories. Recopy if necessary. Illustrate if time allows.

If possible, compile and make copies for everyone in the class, or put stories together into a class book and make available for everyone to read.

Note: If some students are unable to write well enough to get the story down on paper, invite some 6th graders to be secretaries and take the stories down for these students. Or, if tape recorders are available, let students dictate story, teacher can transcribe it later, or maybe the student himself can take the story down by stopping the tape often.

Teacher should read stories and make specific compliments on each one, but not correct grammar, spelling or punctuation.

4.14 FURNITURE MAKER GRADE 4

CONCEPTS:

The furniture industry is a vital segment of our national economy.
The furniture industry has an impact on every person in the community.
Furniture makers and upholsterers require on the job training or trade school training.
Furniture makers and upholsterers have desirable and productive jobs.

PERFORMANCE OBJECTIVE AND CRITERION TESTS :

1. Upon completion of this unit, students will be able to demonstrate general process by which furniture is made.

   A. Description: Students make a footstool.
      Teacher Directions: Refer to activities # 2,3, and 4.

   B. Description: class meeting
      Teacher Directions: Have students discuss the generall process by which furniture is made.

RESOURCE PEOPLE

Parent volunteers (5-10)

FILMS

FILMSTRIPS

FIELD TRIPS

Field trip to furniture store and upholstery shop

BOOKS

SUPPLIES

45' of 1" x 8" lumber
30' of 1" x 6" lumber
200 nails, 8 penny
60 square feet of upholstery material
50 square feet of styrofoam
600 upholstery tacks
carpenters tools
paint brushes
paint and lacquer

* Packet of materials of catalogs and brochures
* Occupations #9 SRA Math Card

* CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Science

The class will take a field trip to a furniture store and upholstery shop.

In the furniture store they will observe the various types of furniture. Note the products used in its making.

In the upholstery shop, they can observe how the work is done and the various jobs and skills required.

MATERIALS 1

Field trip to a furniture store and upholstery shop

ACTIVITY 2 Suggested Subject Area: Math

During the next three activities the students will each make a footstool with the help of volunteers from the community.

Today they will measure the pieces, cut them out, smooth them, and nail them together. This will be done with the help of parent volunteers.

It is suggested on this project students work in two's to make sure every student can get some help and is following proper directions.

MATERIALS 2

Total material for class:

45' of 1" x 8" lumber
30' of 1" x 6" lumber
200 nails, 8 penny
60 sq. ft. upholstery cloth
50 sq. ft. styrofoam
600 upholstery tacks
carpentry tool sets
paint brushes
paint and lacquer
coveralls or shirts

ACTIVITY 3 Suggested Subject Area: Art

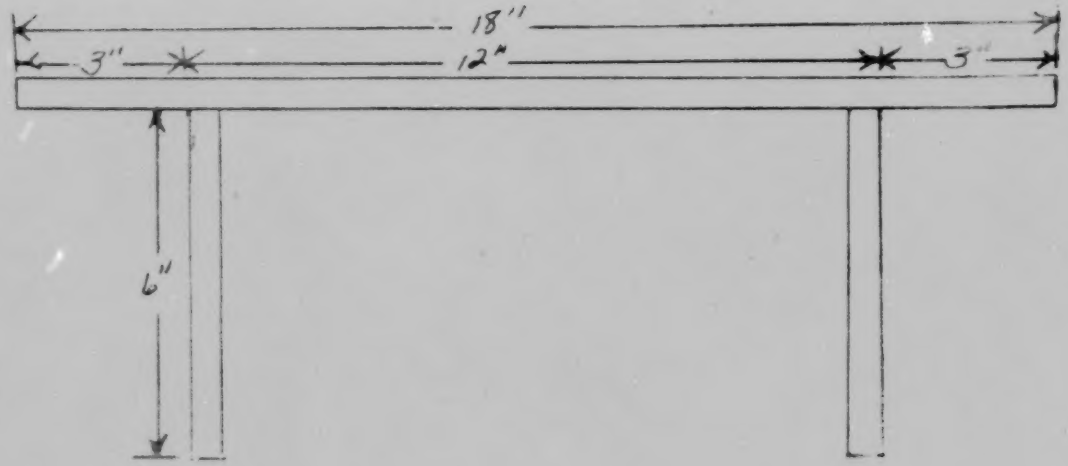
The students will paint and decorate their stolls except for the top which will be upholstered.

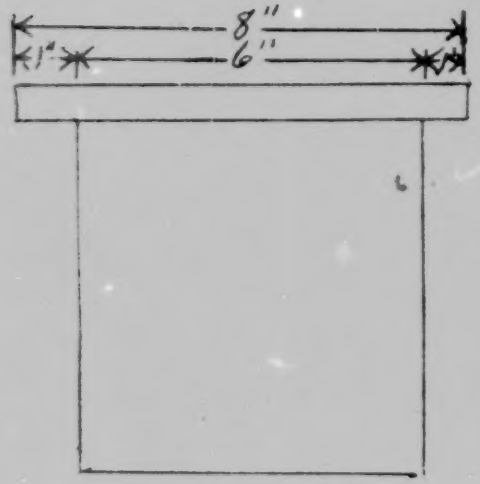
They might come up with a design on their choosing. The overall painting will be of one color because of costs.

If they choose they might finish them with natural wood finish.

The use of parent volunteers is recommended.

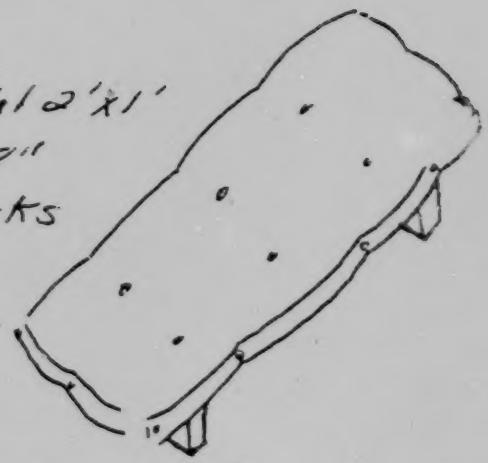
MATERIALS 3





Materials for each stool

18" of 1"x8"
12" of 1"x6"
6 nails
Upholstery material 2'x1'
Styrophome 8"x18"
20 upholstery tacks



GRADE 4

ACTIVITY 4 Suggested Subject Area: Art

MATERIALS 4

Students will upholster their stools using the material, styrofoam, and tacks provided.

Use of parent volunteers is encouraged.

ACTIVITY 5 Suggested Subject Area: Math

MATERIALS 5

Occupations #9
--SRA Math Cards

Go over the various jobs in furniture manufacturing as shown in the materials from the packet.

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities discribed.

CONCEPTS :

Interior decorators help families and businesses choose furnishings for homes and offices

Interior decorators try to enhance the attractiveness of homes and offices.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

1. Given a picture of a professionally decorated room, the student can make several generalizations about the person who might live there.

   Description: Show film "Decorating Unlimited" followed by a class meeting.

   Teacher Directions: Refer to activity #2.

2. The student will be able to describe the work of the interior decorator and suggest how the decorator helps choose furnishings for homes and offices.

   Description: Small group discussion

   Teacher Directions: Group the students into small groups of four or five. Give each group a picture of a professionally decorated room and ask them to make several generalizations about the person who might live there. Have one member from each group report back to the class.

3. The student will design a room in mineature in a shoe box, choosing colors, furnishings, materials.

   Description: Decorate a room in a shoe box.

   Teacher Directions: Refer to activity #6.

RESOURCE PEOPLE

Interior Decorator

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

SUPPLIES

*fabric scraps
*wallpaper sample box
*wire
(available from CA Center)

shoe boxes
doll house furniture
sponges
string
spools
carpet scraps
cardboard
egg cartons
old magazines
(to be furnished by teacher and/or students)

Dittoed materials list and bid sheet for optional activity #5

*SRA Work Briefs
(Packet - CA Center)

*SRA Math Cards--
Occupations # 6, 9, 11, 13

*CA Center Furnishes

GRADE 4

ACTIVITY 1

MATERIALS 1

Have children go through old magazines and cut out pictures of rooms of homes and offices. Mount them on construction paper and write a reaction to any two of them.

I like this because.....
I don't like this because.....

Assign students to report on parts of the SRA Work Briefs "Interior Designers", "Floor Covering Installers", and "Painters and Paperhangers".

old magazines
construction paper
scissors
glue

SRA Work Briefs (in packet)

ACTIVITY 2 Suggested Subject Area: Social Studies

MATERIALS 2

Discuss the work of the interior decorator, things to consider when planning a room or an office.

Ask children to bring spools, old doll house furniture, wallpaper scraps, carpet pieces, fabric scraps, etc. for a class materials kit.

Discuss classroom rooms for children to make.

Optional: Make an area rug for the classroom at the same time these activities are going on. Materials listed are for a 6' x 6' rug. Draw a pattern on squared paper to scale, 1":1'. Measure carpet scraps, cut and glue on canvas backing to form designed rug.

Cost of rug can be figured for a math project, and this project could also fit into art class.

Canvas for backing: 2 yds of 6' wide
"Henry the Stripper" carpet glue (1/3 gallon)
box cutter (to cut carpet)
board on which to cut carpet
rulers or yard sticks

ACTIVITY 3 Suggested Subject Area: Social Studies

Invite an interior decorator to talk to the class.
Suggest he bring samples, books, etc. if possible.
Be sure children have time to ask questions.

Review: "Communicating With Talent"
"Resource Talent"
"Questions for Group Conferences"
(From Appendix of this book)

MATERIALS 3

Resource person: Interior Decorator

ACTIVITY 4 Suggested Subject Area: Art

Decorate a room in a shoe box or amke a diorama of a room.

Provide ideas and materials. Encourage children to use their imaginations. (This will probably take two days.)

Display rooms when completed.

MATERIALS 4

shoe boxes, 1 per student
fabric scraps
wallpaper sample book
doll house furniture
sponges for making furniture
string
wire
spools
carpet pieces
cardboard
egg cartons

ACTIVITY 5 Suggested Subject Area: Math

Figure the cost of redecorating a room for a customer from a materials list. Enter on a bid sheet.

Materials list suggested:

drapes - 2 windows	$278.00
carpet, 10 x 14 @ 9.99 yd.	154.85
installation, 2.00 per yd.	31.00
2 new chairs @ 129.00	258.00
1 lamp @ 39.50	39.50
wallpaper, 2 rolls @ 7.00	14.00
paper hanger	20.00
1 end table @ 79.95	79.95

You might wish to use easier figures if students have not gotton to this point in math yet.

Bid for _____

Description	Unit cost	Total cost
Total		

MATERIALS 5

Dittoed materials list and bid sheet for each student.

4.15 INTERIOR DECORATOR

GRADE 4

ACTIVITY 6

Suggested Subject Area: Math

MATERIALS 6

The "Occupations" Cards suggest some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

Occupations #6, #7, #8, #13
--SRA Math Cards

CONCEPTS:

A purchasing agent is an employee who purchases materials and supplies to be used by the business.
A buyer decides and selects the items a store will sell.
Purchasing Agents or buyers are producers of services.
All businesses and individuals do buying of some kind.
Larger businesses or stores may employ purchasing agents.
In a small business, the owner or manager usually does the buying.
Buyers and purchasing agents must see that "wants" do not exceed resources available. They operate within a budget or try to make a profit instead of a loss for the business.
Purchasing agents or buyers must be efficient, skilled in math, able to discriminate values and recognize the quality or products. They must be able to communicate well with others.
The job of purchasing agent or buyers is a desirable one.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

At the conclusion of this unit, students will be able to write a brief job description of a purchasing agent, which includes at least three places where a purchasing agent might work.

Description: Writing exercise

Teacher Directions: Refer to optional activity #2.

RESOURCE PEOPLE

Principal
(School buying procedure)

Buyer or Purchasing Agent from school, government, large company, or department store.

(Possibly coaches or art instructors)

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

* Come to Work With Us in a Department Store --Sextant (CA Center)

* This Is a Department Store -- Follett (CA Center)

* Our Working World - Cities at Work - S.R.A. (CA Center)

SUPPLIES

* Poster - "Buyer" (with Modern Poster Set) -- CA Center

* Catalogues -- CA Center

* Order Forms -- CA Center
* Play Money -- CA Center

Pamphlet:
* "Simulated Games and Activities for Social Studies" --

* SRA Work Briefs -- CA Center

* SRA Math Cards- Occupations #26

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Language Arts

Introduce unit by writing "purchasing agent" on the board. Ask students to "brainstorm" on what they think he does, where he might be employed.

Check the words "purchase" and "agent" in the dictionary. Relate to "buyer".

Assign committees to investigate purchasing agents and buyers. Determine which of their ideas are correct. Interview some resource people to find out if a purchasing agent is employed in their business and what his duties are. (Some interviews could be by telephone)

Discuss good manners in interviewing, proper way to do it, specific questions to ask. Make some lists or charts and role play first.

Read poster "Buyer" and books listed plus any others that might be available.

Report findings from interviews back to group.

Make a list on charts or board of findings. Compare with students' ideas. Analyze. See if some generalizations can be made about what duties of a purchasing agent or buyer might be and some of the places he might work.

This should take about two days.

MATERIALS 1

Dictionaries
Poster - "Buyer" (CA Center)

Books:
Come to Work With Us in a Department Store, Sextant (page 11)

This Is a Department Store, Follett

Our Working World, S.R.A.
(pages 62-63, 74-75)

S.R.A. Work Briefs

(Above all available from CA Center)

Resource People:
(some by telephone)
School Principal
County Commissioner
State Purchasing Agent
Department Store Buyer
Buyer for large business
Small business owner
Parents (home or small business)

ACTIVITY 2 Suggested Subject Area: Math/Language Arts/Science

This could be a simulated activity or an actual project.

Discuss some things our room (or the whole school) needs that we might purchase for them: i.e. balls, other small playground equipment, art supplies, chalk, school supplies, pens, pencils, paper, etc.

Come up with some specifications for the things we want. (Interview coaches, principal, art teacher, other pupils) For example football -- size, grip, type of lacing, covering, etc. Chalk-- which can we see best, dust factor.

If possible field test samples. Try out different balls at P. E. to determine which is best, or make art pictures with different brands of crayons, etc. See if you can find out why some amterials do what they do.

Determine needs and budget available. Write out specifications.

Call or write to several stores or wholesale outlets and get quotations on prices in lots of 1, 10, 20, etc.

Decide on best buys for money available. Figure differences in price for larger quantities, if any.

Fill out order forms. Actually purchase, if possible and distribute to departments.

MATERIALS 2

Resource People:

Athletic Director of School
Principal
Art teachers

Order forms (in triplicate)
Newspapers

ACTIVITY 3 Suggested Subject Area: Social Studies/Math

(Simulated Activity) Allow each child a given amount of money. Do some comparison shopping using catalogs or newspaper ads.

Make a list of wants. Figure what can be bought with amount of money allowed. Eliminate some items. Justify choices.

Figure total spent. Were you within your budget?
or
Use a worksheet budget where several wants are listed. Toatal wants should be in excess of money available. Eliminate items and justify choices. Figure what can be bought with money available. (Could be a family budget - compare to operation of buying within budget for firm or business.)

MATERIALS 3

Newspapers
Catalogs

Budget worksheet
(Either teacher-made or from "Simulated Games and Activities for Social Studies" booklet)

ACTIVITY 4 Suggested Subject Area: Math/Social Studies

Use catalogs. Pretend you have a store or are a buyer in a department store. Cut out items you will sell and put in a notebook. (Example: toys, sporting goods, art supplies, etc.)

Interview other students to see wants and resources. Figure how many of each item you will buy, unit cost, total cost. Figure what selling price you will charge for items and profit you hope to make.

Have a "mock" market. Give each student a certain amount of play money. Let them order from the notebooks of various pupils. See whether a profit or loss was made from amount sold vs. amount ordered.

Discuss how to dispose of left over goods. (Sale?) What part do related jobs play - advertising, display, salesman, etc.? (Relate to buyer's job.)

MATERIALS 4

Catalogs
Order forms
Play money

ACTIVITY 5 Suggested Subject Area: Spelling/Vocabulary

As different words come up that pertain to marketing and job area, list them on the board or on a chart. Ask students to define them and learn to spell them. Leave up. The list could include:

purchase	bids	wholesale
agent	profit	stock
buyer	loss	customer
market	supplier	departments
budget	consumer	competition
specifications	retail	merchandise
		selective buying

MATERIALS 5

List of words on chart

ACTIVITY 6 Suggested Subject Area: Language Arts/Social Studies

Have a buyer or purchasing agent come to class and explain what he does.
or
Visit purchasing agent or buyer's office in connection with other units such as government unit. Ask about their jobs.

Visit a buyer of a department store at the same time other jobs there are viewed, such as advertising, display, sales, alterations, etc.

Write thank you letters to those who helped class.

MATERIALS 6

Resource Person:
Buyer or Purchasing Agent
or
Field Trip

ACTIVITY 7 Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 7

SRA Math Cards,
Occupations #26

ACTIVITY Options

1. Learn to sing "The Candy Man". Use different rhythm instruments for accompaniment.

   Would you buy his wares?
   Would there be a market for them to resell?
   Why or why not?

   Illustrate a part of the song in some art media.

2. Write an original poem or story about some form of marketing or buying.

3. Roleplay situations that might be involved with "buyer" or "purchasing agent".

4. Have each student write a paragraph giving a brief job description of a purchasing agent or buyer. They should include at least three places where he might be employed.

   Spelling-vocabulary list chart should be left up for student reference.

MATERIALS

CONCEPTS:

Effective window decorating is a method of good advertising.
Artistic and creative ability together with training are necessary for success in this field.
Jobs in advertising and display are desirable for both men and women and are good productive positions.

BEHAVIORAL OBJECTIVES:

1. At the conclusion of this unit, students will be able to choose a well planned window display and describe why it is effective.

   A. Description: Field trip to Vista Village followed by individual or group oral reports.

   Teacher Directions: During field trip to Vista Village (refer to activity #2), instruct all students to select a well-planned window display which they feel is an effective advertising display. Upon returning from the field trip, have each student give a brief report to the class describing why he feels his chosen window display is effective. (If more than one student chooses a particular window display, oral reports should be done in groups).

2. Students will be able to describe five forms of advertising an agent deals with.

   A. Description: Individual conference

   Teacher Directions: In individual conferences students will be able to describe five forms of advertising and the role an agent might play in each.

4.17 ADVERTISING AGENT GRADE 4

RESOURCE PEOPLE

Advertising Agent

FILMS

FILMSTRIPS

FIELD TRIPS

BOOKS

*SRA Work Briefs

SUPPLIES

Art Supplies
Newspapers
Magazines

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Language Arts

MATERIALS 1

Explain to the students the job of advertising throughout the country. Mention a few of the jobs in the field. Ask students to try to think of different kinds of advertising and list them on the chalkboard. Those to be specifically included in this unit are:

window display
television commercial
radio commercial
newspaper ad
billboards
magazine ad
catalogs and fliers

Have the students meet in groups of 3 or 4 and write radio commercials. Place a list of products on the board that are interesting to the students and the groups decide which one they will use. Duplication is no problem.

Give them 10 minutes to write a commercial. Explain that it should be close to one minute and must indicate the name of the product, what it does, its good points, where it can be obtained, possibly the cost, etc. Have a spokesman for each group give the commercial to the class.

4.17 ADVERTISING AGENT

GRADE 4

ACTIVITY 2

Suggested Subject Area: Art, Language Arts, Math

MATERIALS 2

Several different newspapers

Explain to the students one of the major areas of advertising is in the newspaper, especially for short run items. Have several newspapers on hand so the class can see the layout of several ads.

The students will each develop a newspaper ad from a list of items on the board. These should be certain dimensions as indicated by each item to impress upon the students that area is important. Examples:

bicycle,	8" x 6"
candy bars,	4" x 3"
dresses,	10" x 9"

Explain to them it is important to name the item, where it can be purchased, when, how much, pleasing picture of item if possible, space not too crowded. After they have finished put the ads up and have the students decide which ones look the best. Point out both errors and good points in a number of them.

The students might also figure the cost of their ad. Tell them it is $10 an inch per column and a column is 3 inches wide. Therefore the bicycle ad would cost the customer $160 (8", 2 columns). It will be necessary to make all widths in even column inches.

GRADE 4

ACTIVITY 3

Suggested Subject Area: Social Studies

MATERIALS 3

In stores, window display is an important advertising area to attract customers. Students meet in groups of five. Each group is to assume it has one large display window. Half the groups will be using a toy store and half will use a candy shop. They are to determine what items they are going to put in the window so that it will be eye-catching but not cluttered.

This can be a strictly imaginary display by discussing what they want to put in the window and listing the items; or they could cut pictures of desired items out of magazines and paste them on a sheet of paper for their window display, or if desired each group could bring props from home to use in a simulated window display.

ACTIVITY 4

Suggested Subject Area: Language Arts, Art

MATERIALS 4

Students have all seen television commercials. Have them explain what they notice similar in all commercials: time, visual aids, clear speaking, where it can be obtained, product's major points, etc. Students will work in pairs and write television commercials for any product they choose. Limit their commercial to one minute only. They may use any visual aids they wish. Limit them to 15 minutes of working time today. The next day they are to give their commercials to the class. Emphasize clear speaking.

ACTIVITY 5 Suggested Subject Area: Art, Social Studies

Magazine ads - Indicate to the students magazine ads generally cost more than newspaper ads because they cover a larger geographic area and they aren't published as often. People tend to return to a magazine several times, whereas a newspaper is generally seen once.

Have a magazine for each student in the classroom. Give them 10 minutes to go through the magazine and find the most attractive, eye catching ad in it. List on paper at least two reasons why the ad was chosen; i.e. interesting picture, color, wording, etc. Have each student then show his picture and read his reasons for choosing it. The teacher should write on the board each new reason given. When completed, go over the list to indicate what constitutes a good ad for your class.

MATERIALS 5

magazines, one per student

ACTIVITY 6 Suggested Subject Area: Art, Social Science, Language Arts

Although billboards are somewhat in disfavor, they are still an important advertising media. Ask students to indicate the important items on a billboard. Give each student a sheet of thick paper or cardboard on which they will outline a billboard. Place a number of topics on the board they can choose from. They will probably wish to color them by some means. Display them in the classroom when finished.

MATERIALS 6

Heavy paper or cardboard
crayons, tempera, etc.

4.17 ADVERTISING AGENT

GRADE 4

ACTIVITY 7 Suggested Subject Area: Social Studies

MATERIALS 7

Ask a resource speaker from an advertising agency to come to the class and explain the various forms of advertising he deals with. Ask him to explain the various workers in his organization.

Resource Person:
Advertising Agent

Review for guest speaker: "Communicating With Talent", "Resource Talent", "Questions for Group Conferences" from appendix of this book.

4.18 LUMBER MILL OPERATOR
4.19 FOREST WORKER

GRADE 4

CONCEPTS:

The lumbering industry is a major force in our national economic system.
Many people depend on the lumbering industry for employment, both directly and indirectly.
It is necessary to take good care of our forests as we do any crop.
The forest is home to many other forms of life besides trees.
Conservation practices by lumberers pays eventual dividends.
Occupations in the lumbering industry are desirable and productive jobs.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

1. Upon completion of this unit, students will be able to list seven lumbering related jobs. The students will be able to list ten products which come directly from the forest (lumbering) industry upon completion of these activities.

   A. Description: class meeting
      Teacher Directions: Refer to activities #2 and 3.

   B. Description: Written test
      Teacher Directions: Ask each student to make a list of seven (7) lumbering related jobs and another list of ten (10) products which come directly from the forest (Lumbering) industry.

4.18 Lumber Mill Operator
4.19 Forest Worker

4.18 LUMBER MILL OPERATOR

GRADE 4

RESOURCE PEOPLE

Lumber

FILMS

"American Sawmill" MP 5376

FILMSTRIPS

* "Lumbering" Field
* "We Visit a Lumber Mill" EP

FIELD TRIPS

Boise Cascade Lumber Mill
Emmett

BOOKS

World Book Encyclopedia

* Booklets from American Forest Institute

SUPPLIES

* Cart - Products of a tree farm
prices of lumber of various sizes

ACTIVITY 1 Suggested Subject Area: Social Science

Show the frames 22 - 51 on "Lumbering". If you choose, show it with record or without using manual suggestions.

Discuss the products made from the lumber industry. These can be found in the World Book Encyclopedia and on the chart "Products of the Tree Farm".

Emphasize the categories of products: wood, chemical, pulp and miscellaneous.

Ask students to bring pictures they can find with products.

MATERIALS 1

Filmstrip:
"Lumbering"
--Field

Book:
World Book Encyclopedia

Chart:
Products of the Tree Farm
--American Forest Institute Packet

ACTIVITY 2 Suggested Subject Area: Social Science

Label the bulletin board with four categories: Wood Products, Chemical Products, Pulp Products, and Miscellaneous Products. Go around the room and have each student mention his product, bring it to the front and pin it on the board under the correct category.

Students bring up only one until all have had a chance, then bring up the rest. When you have them up, ask the students to think of some jobs that might go with a particular product. They are to get the idea that many jobs depend on this industry.

Show the filmstrip and discuss the products, processes, and workers shown.

MATERIALS 2

Filmstrip:
"We Visit a Lumber Mill" EP

ACTIVITY 3 Suggested Subject Area: Social Science

Show the film and discuss it with the class.

MATERIALS 3

"American Sawmill" MP 5376

ACTIVITY 4 Suggested Subject Area: Social Science MATERIALS 4

Visit the Boise Cascade Lumber Mill at Emmett. They should find out
1. Sources of raw material.
2. How the wood is sawed and processed.
3. What species are represented.
4. How sorting and grading are done.
5. How seasoning is accomplished.
6. What products are sold.
7. What conservation practices are used for by products at mill.
8. Where various products are shipped.
9. Where the operator expects to obtain his future supplies.
10. What responsibilities are the job of the lumber mill manager.

Field Trip

ACTIVITY 5 Suggested Subject Area: Spelling, Math MATERIALS 1

Discuss the trip to the lumber mill. Discuss the list of jobs seen there.

pieces of lumber

Have a spelling quiz over the words listed in Activity 1, vocabulary. The words should still be on the board. Say nothing about them. Students grade their own, no grades.

Explain how board feet of lumber is figured. Have the students do a number of problems figuring board feet. Have several boards in the room the students can figure.

Suggested Subject Area: Language Arts MATERIALS 6

Booklets from the American Forest Institute

Divide the class into 6 committees. Each student will receive a copy of the booklet which his committee must report on. They are:

The Story of Lumber	The Story of Hardwood Plywood
The Story of Pulp and Paper	The Story of Particleboard
The Story of Hardboard	The Story of Insulation Board

Have the committee select a spokesman, make a brief outline of the step-by-step process used in manufacturing the above and present it to the class. These will necessarily be very brief and elementary, just so the general idea is presented.

RESOURCE PEOPLE

National or State Forester

FILMS

"Forest Gives Us Wood" MP 1348
"Lumberman" MP 5189
"Saw Timber" MP 5175

FILMSTRIPS

* "Lumbering" Field

FIELD TRIPS

BOOKS

Merit Student Encyclopedia
* Native Trees of Idaho
*Conservation Activities for Young People

SUPPLIES

* Print - Lumbering
Posters:
Twelve Trees that Helped Build America
Growth of a Tree
Birth of a Tree
History of a Tree
--School Librari s

* Log cut and tree d splay (separate from box)
Small tree with root system
Art Materials

* CA Center Furnishes

4.19 FOREST WORKER

GRADE 4

ACTIVITY 1 Suggested Subject Area: Language Arts, Social Science

Show the print on lumbering and talk about it as is suggested on page 44 of the manual.

List the vocabulary words on the board and ask the students to guess what they mean. If they don't know, the teacher should explain them. Tell the students they will need to know how to spell the words. Leave them on the board.

Show the filmstrip "Lumbering", frames 1-21. Play the record and then go over the filmstrip without the record asking questions listed in the manual.

Show frames 52-78 of the same filmstrip. Display and discuss the posters.

MATERIALS 1

Filmstrip: "Lumbering" (Fie[illegible])

Print: Lumbering

Posters:
Growth of a Tree
Birth of a Tree
History of a Tree
(School Libraries)

ACTIVITY 2 Suggested Subject Area: Science

Show the picture, have a larger chart drawn, or draw on the chalkboard the [illegible] of a tree trunk as shown on page 302 of Merit Student Encyclopedia.

Have 5 to 10 logs in the class. Students make small labels of layers and affix them on the appropriate places of the logs. 3 students per log.

[illegible] group to group and make sure they all understand.

Have a small tree with the roots exposed and show this to the class. Point out the taproot and the size of the root system in comparison to the rest of the tree.

Ask the students to bring in tree aids they can find (leaves, seeds, needles, cones, bark, etc.

MATERIALS 2

Book: Merit Student Encyclopedia
small tree with root system
log cut and tree display

ACTIVITY 3 Suggested Subject Area: Science

Show one of these films to the class and discuss the processes and workers [illegible]

MATERIALS 3

"Forest Gives Us Wood" MP 15[illegible]
"Lumberman" MP 5189
"Saw [illegible]" MP 517[illegible]

GRADE 4

ACTIVITY 4 Suggested Subject Area: Science

Place the tree parts the students brought to class on tables. (It may be a good idea for the teacher to bring a number of different kinds to insure a variety.)

Give the group a number of books which identify trees and ask them to see if they are able to label them from what they can see.

(3 such books are Merit Student Encyclopedia, Native Trees of Idaho, and Twelve Trees that Helped Build America)

Have a resource person from the National or State Forest Service, or from Boise State College talk about tree identification and importance.

MATERIALS 4

Resource Person:
National or State Forester

Books:
Merit Student Encyclopedia
Native Trees of Idaho
--U. of Idaho
Twelve Trees that Helped Build America
--St. Regis Paper Co.

ACTIVITY 5 Suggested Subject Area: Social Science, Art, Spelling

Discuss with the students who shares the forest: animals, birds, fish. Ask them to think of as many as possible and list them on the board.

Talk about conservation of our forests, fire prevention, overgrazing, erosion, over cutting.

Ask the students to make posters, each doing a different animal, bird, or fish which stresses conservation.

The themes might be: Prevent Forest Fires
Improve Wildlife Habitat
Stop Wasting Resources
Every Land to Its Best Use

Have a spelling quiz over the words from Activity 1. Students check their own.

MATERIALS 5

Art materials

ERIC

4.19 FOREST WORKER

GRADE 4

MATERIALS 6

TIVITY 6 Suggested Subject Area:

Take a trip to a lumber yard and look at all the lumber products.

Take a trip to the forest nursery to observe how trees begin and what is later done with them.

Draw maps of Idaho or the United States showing the forest areas and types of forests or extent of national forests.

Do the experiment on page 11 of Conservation Activities for Young People (U.S. Forest Service) which begins, "Fill a quart jar...."

ERIC

4.20 NATIONAL PARK RANGER GRADE 4

CONCEPTS:

National Park Rangers share with visitors the responsibility for protecting park lands.
National Park Rangers are trained to explain natural and scientific features of the park.
The United States has many national parklands, monuments, and recreation areas.
Craters of the Moon is a National Monument and has National Park Rangers working there.
Many national parks have the problem of overcrowding and possible damage to the parklands.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

I. Students will be able to role-play a National Park Ranger explaining his job and the value of National Parks.

A. Description: Role-playing
Teacher Directions: Have students take turns role-playing a National Park Ranger explaining his job and the value of national parks.

II. Students will be able to suggest some ways visitors to National Parks can help preserve the natural features of the parks.

B. Description: Small group discussion
Teacher Directions Refer to activity #4.

4.20 NATIONAL PARK RANGER

GRADE 4

FILMS

"Crarers of the Moon", IMC #MP 1296 EJ
or
"Yellowstone", BSC Film Library

"Let's Keep America Beautiful", IMC #MP 5073 PEJS
or
"Conservation for Beginners", IMC #MP 1319 PE

"Discovering the Forest" MP 5222
"Our Living Forests" MP 1212

FILMSTRIPS

BOOKS

Encyclopedias
Copies of Ranger Rick's Nature Magazine on display

SUPPLIES

Magazine articles on National Parks

GRADE 4

ACTIVITY 1

MATERIALS 1

Show the film "Craters of the Moon" or "Yellowstone"

Locate the area shown on a map of Idaho.

Discuss why the area shown was set aside as a National Park or Monument.

"What is the importance or value of National Parks and Monuments?"

Discuss the work of the rangers seen in the film.

Film:
"Craters of the Moon"
---IMC #MP 1296-EJ

or

"Yellowstone"
---BSC Film Library

ACTIVITY 2 Suggested Subject Area: Language Arts

MATERIALS 2

Discuss using the encyclopedia to find information. Review how encyclopedia is used.

As a class decide on questions to answer in a short, oral report on a national park.

Suggestions: "Where is it located?"
"Why is it a national park?"
"What would we see there?"

As many sets of enclopedias as possible.

slips of paper with names of natio parks on them.

Magazine articles on national parks, if available.

Let each child draw the name of a national park from a box. Look it up in the encyclopedia, find answers to questions selected by the students.

Emphasize oral reporting, taking notes, using students's own words.

Suggest students look in magazines for additional information.

NATIONAL PARK RANGER! Names of National Parks

Arcadia	Guadalupe Mtn.	Mount Rainier	Olive Cove
Big Bend	Haleakala	North Cascades	Yellowstone
Bryce Canyon	Hawaii Volcanoes	Olympic	Yosemite
Canyonland	Hot Springs	Petrified Forest	Zion
Carlsbad Caverns	Isle Royale	Platt	
Crater Lake	Kings Canyon	Redwood	
Everglades	Lassen Volcanic	Rocky Mountain	
Glacier	Mammoth Cave	Sequoia	
Grand Canyon	Mesa Verde	Shenandoah	
Great Smoky Mt.	Mount McKinley	Virgin Islands	

GRADE 4

ACTIVITY 3 Suggested Subject Area: Language Arts/Social Studies

MATERIALS 3

2 large maps of the United States

One way to make oral reports interesting to the listener. Set [illegible] for speaking to the class.

Divide class in two groups. Each group should have a large United States [illegible]. Students share oral reports on the national parks, showing the location of each park on the map.

After reports, ask students to write a paragraph telling which of the parks [illegible] would like to visit most and why.

ACTIVITY 4 Suggested Subject Area: Social Studies/ Science

MATERIALS 4

Film:
"Let's Keep America Beautiful"
--IMC #MP 507[illegible]

or "Conservation for Beginners"
--IMC #MP 131[illegible]

Show the film "Let's Keep America Beautiful" or "Conservation for Beginners"

Have students meet in small groups to list some of the ways people who visit the national parks can help preserve the parks.

ACTIVITY 5 Suggested Subject Area: Art/Social Studies

MATERIALS 5

Poster materials

Use posters to illustrate suggestions generated in Activity 4.

[illegible] concern in preserving parks.

Show what indiscriminated sample-gathering can do with the following [illegible]:

Ask one student to take a book from a bookshelf. Ask, "Does the shelf look [illegible]?"

Ask another student to take a book, repeat the question. When all books are [illegible] and took the books. Who was the inconsiderate person who changed the park's scenery?

Show that even though one person taking a bit of lava rock or cutting a flower isn't bad, if everyone does, it can spoil the park.

GRADE 6

4.21 Wildlife Management

CONCEPTS:

WILDLIFE MANAGER

GRADE 4

RESOURCE PEOPLE

Idaho Fish
Game
Idaho Fish
Game
Larry Carson, Soil Conservation Service
Jack Lingenfelter, Bureau of Land Management
Ted Cox, United States Dept. Agr.
Claude, U.S. Forest Service

FILMS

"Patterns of the Wild"
"Vanishing Stream"
"Cry of a Marsh"
"Conserving Our Wildlife"
--Available from Idaho Fish and Game
(Call Ginny Mooney, 384-3797)

FILMSTRIPS

SUPPLIES

Packet
Yard Sticks

BOOKS

Grade 4 Science Text - Animal Unit
Music for Young Americans. A.B.C (Text)

Wildlife Manager

4.21 WILDLIFE MANAGEMENT

GRADE 4

ACTIVITY 1 Suggested Subject Area: Science/Social Studies

MATERIALS 1

Have materials laid out for students to refer to throughout the unit time.

2 pieces of literature in packets marked

Brainstorming: Divide class into groups of 5-7. In 3 minutes have students write down all things they need for survival. (Each group will need a 'secretary' to do the writing while the rest think)

pamphlets (in packets)

At the end of 3 minutes share group lists and categorize under headings; water, food, oxygen, shelter, living space.

Film:
"Conserving Our Wildlife Today"
--Idaho Fish and Game
(11 min.)

Discuss the possibility of removing one item heading from man's environment. "Could you survive without food, or shelter, etc."

Then list on board the needs of animals and discuss the possibilities of removing one life source from list.
"What would happen to the animals"?

Talk about dams, freeways, mining and logging operations; their effect on animals, their environments, and human environments.

"If you were a deer, what would you do if you migrated to your winter feeding ground and found it was destroyed by a dam project, etc.?"

"What would happen to you if you were a pioneer farmer and your crops were destroyed by drought?"

"Would other people help you?"

"Should man be responsible for helping animals survive by regulating land, water, and hunting usage?"

"What laws do people have that help them to live together peaceably?"

"Do animals need laws, too?"

"What seems to be the main idea of our discussion?"

Show film "Conserving Our Wildlife Today"

Combine discussion and film's theme in a final summary.

ACTIVITY 2 Suggested Subject Area: Social Sciences/Art

Invite resource person from Idaho Fish and Game to talk about wildlife management.

a. Reason for wildlife management.
b. Various wildlife areas that are involved in a career.
c. Requirements needed to be met for a career in wildlife management.

Allow an extra 20 minutes for some time during the day (preferably after the speaker) for students to paint pictures on wall mural (butcher paper) of animals in a good environment. Have students add to mural during the "duration" of unit if they wish.

MATERIALS 2

Resource person:
Idaho Fish and Ga

Butcher pape
Paint and brush
Crayons

ACTIVITY 3 Suggested Subject Area: Language Arts

View film, discuss briefly.

Role playing: Various students play wildlife personnel, others play role of fox.

Wildlife person talks to you about:

a. forest life
b. the interdependence of animals and animals
c. animals and vegetation, water, air, food, etc.
d. how man can help the fox and other animals maintain their needs for survival.

MATERIALS 3

Film:
"Patterns of
order from
Intermountain

Room 5118, Fed
324 - 25th Str
Ogden, Utah

Telephone:

ACTIVITY 4 Suggested Subject Area: Science/Language Arts/Math/Art

Field trip to Cottonwood Creek.

Divide class into 4 groups, one for each area outlined in lesson plans. Investigate some items in each lesson plan making sure that each student performs some of the investigations in each area. (Rotate groups)

Plan for a whole day - take lunches.

There are some tremendous ideas outlined in the lesson plans and the two booklets on outdoor environmental activities.

End the day with a short discussion. Relate what students investigated with the job of the wildlife manager.

Allow students to keep specimens (just this once) in order to complete Activity 5.

MATERIALS 4

Needs will depend on scope of investigations.

Teacher check lists in back pages of lesson plans, and on pages of "Environmental Studies" booklet to determine needs of class.

ACTIVITY 5 Suggested Subject Area: Science

Construct a terrarium using materials students bring in, making sure everything is included to support plan and small animal life.

Compare terrarium environment with natural environment.

a. What both need
b. How they are alike - how they are different
c. What wildlife management can do to ensure strong plant and animal life.

Make a large chart to list your information.

MATERIAL

Terrarium guide
(Obtain from

Check with Claude Hansen about terrarium construction and demonstration.

ACTIVITY 6 Suggested Subject Area: Music/Art

Introduce song: "Land of the Silver Birch"

Possible discussion questions:

1. How might the animal environment as described in the song differ from the present environment?

2. What message might the composer be trying to convey?

Allow time for students to add animals, vegetation to wall mural.

GRADE 4

MATERIALS 6

Music text:
Music for Young Canadians,"
--American Book Company

Paint and brushes
or
Crayons

ACTIVITY 7 Suggested Subject Area: Social Studies/Language Arts
Math/Art

Distribute page 2 of "Land Use Simulation". Directions and information sheets are very complete.

At the end of the game discuss with the class the need for wildlife personnel to assist in the developing of the chosen land usage.

Display plan sketches so all students can see everyone's plan.

MATERIALS 7

Packet materials

Copy of

ACTIVITY 8 Suggested Subject Area: Language Arts

1. Consult with students to list on chart paper or on transparency some duties of a wildlife manager and tell why these duties are important.

2. Show film.

3. Discuss with class the possibilities for saving the environment that were shown in the film.

4. Ask students to pretend that they are waterfowl or fish and write a paragraph about their life, how man has hindered their survival, and how wildlife managers and concerned people are trying to help them.

MATERIALS 8

Films:

Vanishing Sky
or
Story of a Marsh
Available from Audio-Visual

CONCEPTS :

The auto mechanical field is a growing profession.
The auto mechanic must continue to study new areas in his field.
The auto mechanic must have training in technical schools and in the field.
The job area can be one of general mechanic or specialist in a specific area.
The job of auto mechanic is a productive and desirable occupation.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. At the conclusion of the unit, students will be able to diagram the principle of a gasoline engine.

   A. Description: Students make diagram of a gasoline engine.

   Teacher Directions: Refer to activity #3.

GRADE 4

SUPPLIES

*S.S.C. Auto Mechanic Pamphlet
*SRA Junior Occupat[illegible]
*Packer
*Model V-8 Engine
(CA Center)

Posterboard
Construction paper, [illegible]
Glue

*Crossword Puzzles:
Cars and Trucks
Service Station [illegible]

*SRA Math Cards - [illegible]

*CA Center Furnishes

4.22 AUTO MECHANIC

GRADE 4

ACTIVITY 1 Suggested Subject Area: Social Science

Show the filmstrips "How Our Service Stations Help Us" and "Detroit, Manufacturing Community". Discuss the fact that many service station workers are not trained mechanics. Emphasize that a mechanic needs training in a technical school to be qualified as a mechanic. Discuss the assembly line process and the work of mechanics on the assembly line.

Read to the students the subject areas required in the course of auto mechanics at Boise State College.

MATERIALS 1

Filmstrips:
"How Our Service Stations Help Us"
--Standard Oil
"Detroit, Manufacturing Community"
--SVE
(both CA Center)

B.S.C. Auto Mechanics Pamphlet
(CA Center)

ACTIVITY 2 Suggested Subject Area: Math

Show the filmstrip "Automotive Researcher" People Who Organize Facts Discuss the filmstrip.

Have students look up auto mechanics in the SRA Occupational Briefs and the Yellow Pages of Learning Resources and report their findings to the class.

MATERIALS 2

Filmstrip:
"Automotive Researcher" People Who Organize Facts
(CA Center)

SRA Occupational Briefs
(CA Center)

Yellow Pages of Learning Resources
(MIT Press) -School Library

GRADE 4

ACTIVITY 1 Suggested Subject Area: Science

Ask students to diagram the four strokes of a gasoline engine. Divide the room into groups of 4. Each student of the group draw and color one of the four strokes so that each group will have a complete cycle. These are shown on page 10 of The Story of Power, page 10 of What's Inside of Engines and on page 14 of The True Book of Automobiles.

In their drawing ask them to label the following:
crankshaft
piston
cylinder
sparkplug
valve
and what is happening in their stroke.

MATERIALS 3

Library Books:

The Story of Power, Sturdevant

What's Inside an Engine, Zim

The True Book of Automobiles, Carlisle

Model V-8 Engine - CA Center
Model Rotary Engine - CA Center

ACTIVITY 4 Suggested Subject Area: Science, Art

Have students meet in their committees of four to make a gasoline engine. These will be made out of poster paper and colored construction paper as a diagram of a cut-away engine.

Show cut-away diagrams to the class and explain how they operate. Then ask the students to cut out the parts and glue them in place similar to those shown on page 11 of What's Inside of Engines, page 11 or The True Book of Automobiles, and on page 32 of the Story of Power.

Have them label the parts which include:
spark plugs
pistons
valves
crankshaft
block
fuel direction
exhaust direction

They should diagram an in-line six cylinder engine.

Ask students to go to the Chalk Pits at noon to see the type of engines they have, V-8, V-12, etc.

In the groups, show the models of an in-line and Rotary engines. Have the students point out the parts inside and where. Go from group to group as they are working on their projects.

MATERIALS 4

Library Books:

What's Inside of Engines, Zi

The True Book of Automobiles, Carlisle

The Story of Power, Stoddard

posterboard
construction paper
glue

Models of V-8 and Rotary Engines (CA Center)

GRADE 4

MATERIALS 5

Field trip to
an auto dealership

MATERIALS 6

Filmstrip:
"Machines That
--Troll
(CA Center)

Art materials

ACTIVITY 7 Suggested Subject Area: Spelling

Use the crossword puzzles found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

MATERIALS 7

Crossword Puzzles:
Cars and Trucks
Service Station Attendent

ACTIVITY 8 Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 8

SRA Math Cards - Occupations #19

4.23 DRIVER (TRUCK/BUS) GRADE 4

CONCEPTS:

The motor transport industry is a vital part of our economic system.
Each person in some way depends on motor transportation.
The jobs of drive require training on-the-job and, in many cases, a vocational setting.
The job of driver is desirable and productive.

PERFORMANCE OBJECTIVE AND CRITERION TEST:

The students will be able to describe at least five different types of employment within the driving field upon completion of this unit. (i.e. bus, taxi, moving, delivery, interstate freight, cattle, etc.)

A. Description: Draw-a-picture illustration

Teacher Directions: Give each student several blank pieces of paper and crayons. Ask them to draw pictures which illustrate the different types of employment within the driving field. (Tell them that they may illustrate the various types of employment by drawing pictures of the different vehicles used, the services performed, the clothing worn, or whatever they may choose.)

B. Description. Written test

Teacher Directions: Give each student a piece of lined paper. Ask them to make a list of at least five different types of employment within the driving field. (i.e. bus, taxi, moving, delivery, interstate freight, cattle, etc.)

Driver (Taxi-Bus)

4.2 3 DRIVER (TRUCK/BUS) GRADE 4

RESOURCE PEOPLE

FILMS

"Tommy Looks at Careers - Trucking" (25 min.
—Idaho Motor Transport Assoc.
(Pick up 12th floor Imperial Plaza)

FILMSTRIPS

"Highway Systems" -- Current (CA Center)
"We Had Is a Moving Van" -- EVC (CA Center)

FIELD TRIPS

Bus or Truck Terminal

BOOKS

SUPPLIES

*Packet of Materials - CA Center

*13 U.S. Road maps showing interstate system - CA Center

*Crossword Puzzles:
Bus Driver
Early Travel and Communication
Future Travel and Communication

*SRA Math Cards
Occupations

*CA Center Furnishes

4.2 3 Driver (Truck/Bus)

4.2 DRIVER - TRUCK/ACT-1

GRADE -

ACTIVITY 1 Suggested Subject Area: Social Studies

Have material on the bulletin board from the packet. Emphasize the Universal truck and uses. Then point out those many kinds in use today, especially those on the chart "America's Products and the Trucks that Carry Them.

Show the filmstrips "Highway Systems" and "My Dad is a Moving Man." Discuss with the students what they liked in the strips that would make this job enjoyable.

MATERIALS 1

Packet

Filmstrips
"Highway Systems -- Coronet
"My Dad is a Moving Man" - ERS

(Both LA Center)

4.23 DRIVER (TRUCK/BUS)

GRADE 4

ACTIVITY 2 Suggested Subject Area: Math

MATERIALS

Using the Chart "America's Products and the Trucks That Carry Them" have the students work a number of math problems which are circled on the chart and listed below. Write them on the board so the students can figure them. They must decide how many days it will take to deliver the product to Boise at an average of 500 miles a day.

After they have figured the math ask them to decide which kind of truck on the chart would be the best one to use to haul the merchandise. More than one may be acceptable but have the student justify his choice. Perhaps you can look up and study the chart and choose a truck.

Florida - paper rolls - 3500 miles - double bottom freight
New Hampshire - marble slabs - 3000 miles - open top semis

4.23 DRIVER (TRUCK/BUS) GRADE 4

ACTIVITY 3 Suggested Subject Area: Geography

MATERIALS :

- U.S. Road Maps

We are going to take a bus tour around the United States and visit many of our friends. Using road maps for every 2 students, they must outline their trip, sticking to the highways indicated on the maps.

Our trip will take us, in order, from Boise to San Francisco, Los Angeles, Tucson, Dallas, Houston, New Orleans, Montgomery, Atlanta, Richmond, Washington, D.C., Baltimore, Philadelphia, New York, Buffalo, Cleveland, Chicago, Minneapolis, Bismarck, Billings, Spokane, Seattle, Portland, Boise.

Now on the same map we want to go to Atlanta by bus as directly as possible. Draw this route in, but remember to stick to the highways.

Talk about the differences in routes.

Indicate the direct route is approximately 5000 miles to Atlanta and back, whereas the circle route is approximately 8500 miles.

4.2 3 DRIVER (TRUCK/BUS)

GRADE 4

ACTIVITY 1 Suggested Subject Area: Social Science

MATERIALS 1

Field trip to either a bus terminal to look over a bus and facilities or have a bus come to school, the driver explain his work and tour the bus.
or
A trip to a truck terminal to observe loading, jobs, trucks, etc. These might both be combined into one field trip.

Field Trip to Bus or Truck Terminal

Review for Field Trip:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"

ACTIVITY 2 Suggested Subject Area: Social Studies

MATERIALS 2

Read and discuss the title "Semi Locks or Careers - Trucking"

Film:
"Career Opportunities - Trucking"
--Idaho Motor Transport Ass'n

ACTIVITY 3 Suggested Subject Area: Math

MATERIALS 3

The "Careers" card suggests some excellent activities you might wish to explore in connection with math and careers. Do all or part of the activities described.

SRA Math Kits
Occupations Kit

ACTIVITY 7 Suggested Subject Area: Art, Language Arts

MATERIALS 7

Packet of Materials

Use the booklet "Truck Driver's Dictionary and Glossary" from the packet. Read a number of the more humorous terms from the jargon section for trucking. Ask students what they think they might mean, then explain them.

Review the field trip and ask students to indicate what they would like about the "driver" job.

Students draw pictures of trucks or buses. List a number of types on the board so students aren't all drawing the same. They might also draw historical trucks.

Have many pictures on display. Ask the students to be as accurate as possible in their drawings.

ACTIVITY 8 Suggested Subject Area: Spelling

MATERIALS 8

Use the crossword puzzles found in the box of supplies. Run off copies so each student has one for his use. It is suggested that the teacher go over the terms so they are well understood by the class.

The puzzles included in this unit are: "Bus Driver", "Early Travel and Communication", and "Future Travel and Communication".

Crossword Puzzles:
- Bus Driver
- Early Travel and Communication
- Future Travel and Communication

4.24 POSTMAN

CONCEPTS

Mail service is given to the community by the government.
The postman is employed by the federal government.
The performance of his duties is indispensible to all.
The postman is one of our means of communication — a link to the world around us.
Comprehend the scope of work which different types of postmen perform.
There are several types of mail collectors and each has a specific job.

PERFORMANCE OBJECTIVE AND CRITERION TEST:

At the conclusion of this unit the student will be able to write a short report telling about the responsibilities of one worker in the post office.

A. Description: Written report

Teacher Directions: Have each student write a short report telling about the responsibilities of one worker in the post office.

RESOURCE PEOPLE

Postman

FILMS

FILMSTRIPS

* "Special Delivery, The Story of Our Post Office" --Troll
* "90 Billion Raindrops" - Postal Service

FIELD TRIPS

BOOKS

Our Language Today, Grade 4, (text)
Our Language Today, Grade 3, (Text)
--American Book Company
Music for Young Americans, Exploring Music, Grade 3, (text)--American Book Company

SUPPLIES

* crossword puzzles "Mail" "Postman"
* SRA Work Brief
* SRA Math Cards - Occupations #24

4.24 POSTMAN

GRADE 4

ACTIVITY 1 Suggested Subject Area: Social Studies

MATERIALS 1

Filmstrip "90 Billion Raindrops"

4.24 POSTMAN

GRADE 4

ACTIVITY 4 Suggested Subject Area: Language Arts

Interview visiting postman.

Discussion.

Plan a field trip to the Post Office.

Have students select one of the jobs at the post office he would like to do.

Have them find out what the job titles of the worker is who:

a. sells stamps
b. registers letters
c. answers questions and handles customer complaints
d. makes out daily reports
e. delivers special delivery letters
f. sorts mail

(add any more jobs you can think of)

MATERIALS 4

Resource Person: Postman

For field trip: United States Post Office, 770 South 15th St.

Contact:
John G. Post
Phone: 342-2711 Ext. 440

What to see:
Complete operation of post office
Days: Monday through Friday
8 a.m. to 5 p.m.

ACTIVITY 5 Suggested Subject Area: Social Studies

Review for field trip. Have students select a job they think they might like to do at the post office.

Go on field trip.

When you return: Ask the students if they had selected the job they found most interesting to them. Did they see another job they would rather do? Let them each express their thoughts.

Have a post office in the room. Let children select their job. Let them do each job. (They may have to take turns)

MATERIALS 5

Field trip
Building materials available to build post office in room.
(large cardboard boxes or boards)

ACTIVITY 6 Suggested Subject Area: Language Arts

Have children write letters to the Post Office thanking them for the visit.

Have children prepare packages for mailing. Send them through the room post office.

MATERIALS 6

Boxes (small)
Wrapping paper
String
Celophane tape

4.24 POSTMAN

GRADE 4

ACTIVITY 7 Suggested Subject Area: Language

MATERIALS 7

Review job of Postman:

1. How it is learned:
   a. temporary work (summer, holidays)
   b. on-the-job as a substitute

2. Duties of the postman:
   a. sells
   b. registers, insures mailings
   c. answers questions, handles customers with complaints
   d. makes out daily reports
   e. helps sort mail

3. A Postman should:
   a. Usually be at least 18 years old
   b. Live in area served by the post office
   c. Usually have at least high school education
   d. Enjoy working with people
   e. Be very neat
   f. Be able to pass physical examination

4. The Postman must:
   a. Be a U.S. citizen
   b. Pass Civil Service Exam

5. Discuss the advantages and disadvantages of job. (Hours, advancements, retirement plan, low cost health and life insurance, paid vacations, sick days, holidays, overtime pay)

ACTIVITY 8 Suggested Subject Area: Language

MATERIALS 8

Have the children write a short report telling about the responsibilities of the worker in the post office.

4.24 Postman

Grade 4

ACTIVITY 9 Suggested Subject Area: Spelling

MATERIALS 9

Use the crossword puzzles found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms to be sure they are well understood by the class.

Crossword puzzles
"Mail"
"Postman"

ACTIVITY 10 Suggested Subject Area: Math

MATERIALS 10

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

Math Cards - Occupations #24

4.25 MILITARY CAREERS GRADE -

ENDURING UNDERSTANDINGS

The military services are necessary for our nations defense.
There are many varied occupations within the military services.
Each branch of the military serves a different function in insuring our
nation's defense and welfare.
Military careers are desirable and productive occupations.

TERMINAL OR OBJECTIVE

Upon completion of this unit the students will be able to name the five branches studied and a main purpose for each.

A. Description: class meeting

Teacher Directions: Have the students name the five military careers studied and a main purpose for each.

B. Description: oral test.

Teacher Directions: In individual conferences with each student, ask the student to name the five military careers studied and a main purpose for each.

2792

4.25 MILITARY CAREERS

GRADE 4

ACTIVITY 1-5 Suggested Subject Area: Social Sciences

MATERIALS 1-5

This unit will be comprised of five military branches. Each will be studied one day after an overview of the military structure in the United States.

A representative from each of the branches of the service will make a presentation showing charts, films, filmstrips or other materials they have available.

Their purpose will be to inform the students of the many career opportunities in the branch they represent.

The Coast Guard might only have representatives at certain times of the year, therefore arrangements must be made.

Activity 1-5: Navy, Army, Air Force, Marines, Coast Guard

Resource People:

Army
Air Force
Marines
Navy
Coast Guard

ACTIVITY 6 Suggested Subject Area: Social Science

Field trip to the Idaho Air National Guard at Gown Field

MATERIALS 6

Field trip:
Idaho Air National Guard

4.26 CEREAL INDUSTRY WORKER GRADE 4

CONCEPTS

The breakfast cereal industry is an important part of our economy.
Every person must be concerned with a nutritious diet.
Workers in the cereal industry are many and varied.
Educational requirements for employees of cereal industries vary from on the job training to college degrees, depending on the job itself.
Jobs in the cereal industry and desirable and productive positions.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

Upon completion of this unit, students will be able to name ten occupations within the cereal industry.

A. Description: class meeting

Teacher Directions: Refer to activity #1.

B. Description: Oral test

Teacher Directions: In individual conferences with each student, ask the student to name ten (10) occupations within the cereal industry.

4.26 CEREAL INDUSTRY WORKER GRADE 6

RESOURCE PEOPLE

FILMS

SUPPLIES

Art materials
Numerous breakfast cereal boxes

FILMSTRIPS

*"Project A.M. Kit" - CA Center

FIELD TRIPS

BOOKS

Health Text

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Health/Social Studies

Introduce this unit by asking students to identify what grains cereals are made from. Ask them to name workers who are needed to produce cereals, from the farmer on.

Show the filmstrip "Project AM/Today's Foods and Breakfast". Follow this immediately with Worksheet 1.

After discussing your students' responses to the filmstrip and worksheet, distribute Worksheet 2. It may lead to a broader discussion of nutrition or to the interpretation and use of bar graphs or percentages.

You might combine the most interesting of the activities one and two as one activity. All suggestions in both may prove to be too lengthy and perhaps tedious.

MATERIALS 1

Project AM Kit - CA Center

ACTIVITY 2 Suggested Subject Area: Health/Social Science

Show the filmstrip "An Inside Story - Making Cereals".

Then distribute Worksheet 4. Ask them to organize and explain the various steps involved in making cereal.

Go over the results with the students.

MATERIALS 2

Project A.M. Kit - CA Center

4.26 CEREAL INDUSTRY WORKER

GRADE 4

ACTIVITY 3

Suggested Subject Area: Health/Social Studies

Have on display in the room a number of types of cereal boxes.

Have students do Worksheet 3. Discuss it afterwards, pointing out the differences in cereals.

Ask the students to keep track of all the food they eat for the next 24 hours.

MATERIALS 4

Project A.M. Kit

Cereal boxes

ACTIVITY 4

Suggested Subject Area: Health/Social Studies/Music

Make a list on the board of all the foods eaten or drunk by the students in the last 24 hours.

Number those which more than one student consumed.

Point out the number of servings each student should get of the four basic food groups as indicated on page 3 of the teachers' guide.

Ask how many feel they met the requirements in the last 24 hours.

Talk about the workers they saw in the filmstrip.

Divide the students into groups of three. Ask them to write jingles about breakfast foods. Each group should come up with one.

MATERIALS 4

Project A.M. Kit

Health Text

4.26 CEREAL INDUSTRY WORKER

GRADE 4

ACTIVITY 1 Suggested Subject Area: Health/Social Studies

Introduce this unit by asking students to identify what grains cereals are made from. Ask them to name workers who are needed to produce cereals, from the farmer on.

Show the filmstrip "Project AM/Today's Foods and Breakfast". Follow this immediately with Worksheet 1.

After discussing your students' responses to the filmstrip and worksheet, distribute Worksheet 2. It may lead to a broader discussion of nutrition or to the interpretation and use of bar graphs or percentages.

You might combine the most interesting of the activities one and two as one activity. All suggestions in both may prove to be too lengthy and perhaps tedious.

MATERIALS 1

Project AM Kit - CA Center

ACTIVITY 2 Suggested Subject Area: Health/Social Science

Show the filmstrip "An Inside Story - Making Cereals".

Then distribute Worksheet 4. Ask them to organize and explain the various steps involved in making cereal.

Go over the results with the students.

MATERIALS 2

Project A.M. Kit - CA Center

4.26 Cereal Industry, Act. 1, 2

ACTIVITY 3 Suggested Subject Area: Health/Social Studies

Have on display in the room a number of types of cereal boxes.

Have students do Worksheet 3. Discuss it afterwards, pointing out the differences in cereals.

Ask the students to keep track of all the food they eat for the next 24 hours.

MATERIALS 3

Project A.M. Kit
Cereal boxes

ACTIVITY 4 Suggested Subject Area: Health/Social Studies/Music

Make a list on the board of all the foods eaten or drunk by the students in the last 24 hours.

Number those which more than one student consumed.

Point out the number of servings each student should get of the four basic food groups as indicated on page 3 of the teachers' guide.

Ask how many feel they met the requirements in the last 24 hours.

Talk about the workers they saw in the filmstrip.

Divide the students into groups of three. Ask them to write jingles about breakfast foods. Each group should come up with one.

MATERIALS 4

Project A.M. Kit
Health Text

4.26 CEREAL INDUSTRY WORKER GRADE 4

ACTIVITY 5 Suggested Subject Area: Art/Health

MATERIALS 5

Students design a breakfast cereal box or ad using their imaginations. Tell them it should include much of waht is on a real box of cereal.

have many on display.

Art materials

Cereal boxes

4.27 MINER — GRADE 4

CONCEPTS: The mining industry is a vital part of our national economy.
Mining has played an important part in the history of Idaho.
There are many materials mined and a number of methods of mining.
Jobs in the mining field are varied and productive occupations.

PERFORMANCE OBJECTIVE AND CRITERION TEST: Upon completion of this unit students will be able to name ten materials mined in the United States.

A. Description: class meeting

Teacher Directions: Refer to activity #2.

4.27 *MINER

GRADE 4

RESOURCE PEOPLE

Person from State Dept. of Mines (optional)

FILMS

SUPPLIES

* Gold pan
* Sub
aluminum pie pans (30)
magnifying glasses (10)
tweezers (10)
bottles (30)
magnets (10)

FILMSTRIPS

"Coal" 537
"Coal Mining" 395
"Copper" 538
"Gold" 352
"Iron and Steel" 539
"Mineral Resources" 187
--from IMC

FIELD TRIPS

Statehouse

BOOKS

World Book Encyclopedia

* I Want to Be a Coal Miner
--Children's Press

2102

4.27 MINER

GRADE 4

ACTIVITY 1 (2 days) Suggested Subject Area: Social Science

MATERIALS 1

There are a number of filmstrips at the IMC which may be shown to depict this broad area.

Filmstrips from IMC

"Coal"
"Coal Mining"
"Copper"
"Gold"
"Iron and Steel"
"Mineral Resources"

These might be used as more than one day's activity.

4.27 MINER

GRADE 4

ACTIVITY 3 Suggested Subject Area: Social Science - Language Arts

MATERIALS 3

Mining In Idaho
--Idaho State Historical Museaum

Form the class into 6 groups and give each group a copy of Mining in Idaho. Have them turn to the center portion "Early Mining" and go over each picture.

Have each group read a portion of the booklet and report to the rest of the class. It is suggested each student be given one area, such as Atlanta, to read and report on. Pick out those you feel are the most important. The students' reports should be from different pages so you can take the book apart and give each student his own page. When they are finished staple the booklet back together.

The reports might be quite brief because of the number, but emphasize:

what was mined
where it is located
when the mineral discovered and dates mined
what was the value

GRADE 4

ACTIVITY 5 Suggested Subject Area: Social Science

MATERIALS 5

Take a field trip to the Statehouse and observe the mineral display and the mining display found on the ground floor.

Field trip

Before you go, ask them to look for certain minerals in the display and especially notice the display of miniature tools.

ACTIVITY 6 Suggested Subject Area: Music

MATERIALS 6

Students sing "Clementine" and "16 Tons" or any other mining songs. There are a number of folk songs which would be appropriate.

or

Invite a resource person from the State Department of Mines to speak to the students.

585

4.28 TRAVEL AGENT — GRADE 4

CONCEPTS: A travel agent arranges for any kind of trip a person wishes to take. Agents use many maps, guidebooks, timetables, and other travel aids to help plan interesting trips.

PERFORMANCE OBJECTIVES AND CRITERION TESTS:

1. Students will be able to describe the work of a travel agent.

   A. Description: Writing exercise

      Teacher Directions: Give each student a piece of lined paper. Ask them to write a brief job description of the work of a travel agent.

   B. Description: Role-playing

      Teacher Directions: Let students take turns role-playing a travel agent helping a customer plan a trip.

2. Students will be able to plan a trip to an interesting place in the United States.

   A. Description: Students plan a trip of their choice inside the United States.

      Teacher Directions: Refer to activity #2.

4.28 TRAVEL AGENT GRADE 4

RESOURCE PEOPLE

Travel Agent

FILMS

Order from list of IMC films under country titles.

FILMSTRIPS

FIELD TRIPS

BOOKS

Atlases
Encyclopedias
Books about states and/or regions of the United States

*S.R.A. Occupational Brief

SUPPLIES

Airline schedules
Road maps
*Travel brochures
Large picture of scenic attraction in the United States

*CA Center Furnishes

4.28 TRAVEL AGENT

GRADE 4

ACTIVITY 1

Suggested Subject Area: Social Studies

Discuss the upcoming project of planning trips to locations of interest in the United States. Suggest students begin gathering material for their own use, or for others to use.

Invite a travel agent to visit the class and tell about his work and describe the process of planning a trip. Show brochures and a travel film if time permits. Be sure students have time to ask questions.

Review: "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 1

Resource person:
Travel Agent

ACTIVITY 2

Suggested Subject Area: Social Studies, Math

Let students plan a trip to a place of their choice inside the United States.

Write a description of the trip including:
- length of trip
- daily plans
- transportation to be used
- special attractions included
- approximate cost of trip
- a map showing the route taken

(Students will probably need at least two days to work on this activity.)

MATERIALS 2

Atlases
Encyclopedias
Road maps
Airline schedules
Travel brochures
Books about regions of U.S.

4.28 TRAVEL AGENT GRADE 4

ACTIVITY 3 Suggested Subject Area: Social Studies, Language Arts

Divide class into small groups to share their plans, using maps, brochures, pictures they have made and collected.

Perhaps they will want to sell the rest of their group on the trip they have planned.

Or show one or more of the films from IMC.

MATERIALS 3

Appropriate film or films from IMC

ACTIVITY 5 Suggested Subject Area: Math

Prepare a series of math problems to solve which are related to a travel agent's work.

Example: A trip took 5 hours by plane and covered 875 miles. What was the average speed of the plane?

Two people are taking a Pan Am Tour which costs $ 1,285.00. What will the total cost be? If they share a room, each person will save $ 57.00. How much would the cost the.. be for them both?

or
give each student a travel brochure and have him make up and solve 5 problems a travel agent might encounter. Exchange with a neighbor and solve each other's problems.

MATERIALS 5

Ditto of teacher-made math problems
or
Travel brochures

CONCEPTS: There are a number of organizations which are involved with activities for youth. Directors of youth activity organizations must be dedicated, well trained people. Directing Youth Activity Organizations is a rewarding occupation.

PERFORMANCE OBJECTIVE AND CRITERION TEST: Upon completion of this unit, the student will be able to list three main activities of a professional scouter, city recreation director, and YMCA director.

A. Description: Small group discussion followed by a class meeting.

Teacher Directions: Group of students into small groups of four or five. Assign a recorder to each group. Have each group make a list of three activities of a professional scouter, city recreation director, and YMCA director. Instruct each recorder to write down the lists of these activities from his group. (Allow ten to fifteen minutes for this activity). Have each reporter share his group's list with the entire class. Compile all lists to make a class list.

4.29 YOUTH ACTIVITY DIRECTOR GRADE 4

RESOURCE PEOPLE

Professional Scouter
City Recreation Employee
YMCA Employee

FILMS

FILMSTRIPS

SUPPLIES

Poster paper
Art Materials
* SRA Work Briefs
* Booklets

FIELD TRIPS

BOOKS

* CA Center Furnishes

4.29 YOUTH ACTIVITY DIRECTOR

GRADE 4

ACTIVITY 1 Suggested Subject Area: Social Studies

Have a professional scouter from the Boy Scouts or Girl Scouts (or both) give a presentation on scouting and his job as director.

Have them talk about various activities such as pack trips, service to community, wood lore.

Ask the scouter to explain all equipment he has on display.

MATERIALS 1

Resource Person: Professional Scouter

ACTIVITY 2 Suggested Subject Area: Language Arts

Have the students meet in groups of three. They are to plan a back-pack trip of 25 miles for 5 days. The groups are to make a list of all the materials they will need to take on their trip.

When they finish, go from group to group and ask for one item until you have all items listed on the board.

Then go through thelist with the class and they are to determine if each item is necessary.

MATERIALS 2

ACTIVITY 3 Suggested Subject Area: Social Science

Have the city recreation director or someone from his office give a presentation on city recreation and his job.

Have him explain how he coordinates with schools, different forms of recreation provided, and how he operates on his job.

MATERIALS 3

Resource person:
City recreation director

4.29 YOUTH ACTIVITY DIRECTOR GRADE 4

ACTIVITY 4 Suggested Subject Area: Language Arts - Art

MATERIALS 4

Poster paper
Art Materials

Each student is to assume that the city has no recreation department, but he is to set one up.

Students are to make a list of all the types of recreation they would provide.

Next they are to make a city park. In groups of three have them design a city park on poster paper which will include the items they have listed.

These can be as detailed as you desire.

ACTIVITY 5 Suggested Subject Area: Language Arts - Art

MATERIALS 5

Resource person: YMCA Employees

Have a person from the YMCA talk to the class about the Y, jobs in the Y organization, and about his job.

Emphasize the facilities and programs available for youth and for adults at a nominal fee.

ACTIVITY 6 Suggested Subject Area: Social Science

MATERIALS 6

Field trip

Students take a field trip through Julia Davis and Ann Morrison Parks to pick out the city recreation facilities.

Also they will go to the YMCA to view their facilities.

4.30 EMPLOYMENT COUNSELOR GRADE 4

CONCEPTS:

The employment counselor is a resource person for the individual who desires to become a worker.
He is aware of current job possibilities and must be able to:
- --interview prospective job seekers
- --counsel prospective job seekers regarding training, interest, and personal skills needed for a job
- --advise prospective job seekers about the various benefits or drawbacks of a particular type of job.

PERFORMANCE OBJECTIVE AND CRITERION TESTS:

At the conclusion of this unit students will be able to answer job questions an employer might ask a prospective employee.

A. Description: Role-playing
Teacher Directions: Refer to activity #1.

B. Description: Class meeting
Teacher Directions: Discuss the format for an employment counselor interview and have the students make a list of ten questions an employer might ask a prospective employee.

4.30 EMPLOYMENT COUNSELOR GRADE 4

RESOURCE PEOPLE

Employment Counselor, Ida.
Department of Employment
(optional)

FIELD TRIPS

FILMS

FILMSTRIPS

"How to Get a Job and Keep It", 2135 IMC
"What Is a Job?", 1883 IMC

BOOKS

* Getting a Job With a Future - Biegeleseń

SUPPLIES

Construction paper
colored butcher paper
bulletin board
scissors
glue
magazines, books
newspapers
manilla drawing paper
paint, chalk, crayons
* room copies of "What Do I Know About Me"
* SRA Jr. Work Books
job application blanks

*CA Center Furnishes

Unit 4.30 Employment Counselor

ACTIVITY 1 Suggested Subject Area: Language Arts

All students will take a self-appraisal inventory and complete at least 90% of it.

Questions of the self-appraisal inventory will be used as starter sentences for creative writing.

Upon completion of the inventory, discuss the following:

1. What types of things does it tell us?
2. Can this information be useful?
3. How can a hobby become an occupation?
4. What things would you look at in an occupation before you choose it?
5. Will your likes and dislikes have anything to do with the job you choose?

All students will retake the self-appraisal inventory at a later date.

MATERIALS 1

Copies of "What I Know About Me?"

ACTIVITY 2 Suggested Subject Area: Social Science

All students will view the filmstrip and then identify three areas of future occupational interest in written list to be given to the teacher.

Students will list different types of jobs in a brainstorming session. This should be done in groups of five students.

Show them the SRA Junior Occupation Kit to emphasize the number of jobs which are available.

MATERIALS 2

Filmstrip:
"What Is a Job"
--1883 IMC

SRA Work Brief

ACTIVITY 3 Suggested Subject Area: Language Arts

Students view the filmstrip. Follow this each student will write out the format for an employment counselor interview.

Students will then roleplay the part of the employment counselor and prospective job seeker.

MATERIALS 3

Filmstrip:
"How to Get a Job and Keep it"
--2135 IMC

Book:
Getting a Job with a Future
--Biegeleisen

ACTIVITY 4 Suggested Subject Area: Language Arts

MATERIALS 4

Students will interview their parents about their occupations.

Suggested questions include:

1. What is your job?
2. What do you do at your job?
3. What do you need to know to do this?
4. Where do you work?
5. Must you be strong?
6. Is their special training?
7. Are there opportunities to advance?
8. Are you happy with your job?
9. Would you want your child to do this?

Each student will act out in pantomime what one parent or grandparent does or did for a living. The class will guess what it is.

The students will then present the results of the interview.

ACTIVITY 7 Suggested Subject Area: Art, Language Arts

MATERIALS 7

Option 1

Establish an employment bureau for the jobs that are available for students in their elementary school.

Students will design job application forms, write resumes for school jobs, interview prospective employers and run an employment bureau for the school.

Students will maintain a display of job possibilities in their school.

ACTIVITY 8 Suggested Subject Area:

MATERIALS 8

Have resource person from Idaho Department of Employment visit the class to tell about the job of employment counselor.